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GENERAL

1786. **Bahm, Archie J.** (U. New Mexico, Albuquerque.) **Philosophy; an introduction.** New York: Wiley, 1953. xiv, 441 p. $4.50.—This college textbook for the first course in philosophy is, following an introductory chapter, organized into three parts: (1) knowledge, (2) reality, and (3) values. The views of Locke, Hume, Bertrand Russell, William James, and others on knowledge and Descartes, Lloyd Morgan, Whitehead, and others on reality are expounded and criticised.—(H. Ruja).

1787. **Brennan, Joseph Gerard.** (Columbia U., New York.) **The meaning of philosophy; a survey of the problems of philosophy and of the opinions of the philosophers.** New York: Harper, 1953. x, 394 p. $4.00.—This introductory text deals with 4 major areas: logic and language, problems of knowledge, metaphysics, and problems of value. The views of the classical philosophers (Plato, Aristotle, Kant, Hume, Aquinas, and others) are expounded, as well as those of important contemporaries (e.g., Whitehead, Dewey, Lenin, James, Russell). Views defended include: logic is a formal science of general character, the verification theory of meaning is arbitrary and narrow, there is nothing about induction as such which guarantees its soundness, and mind is integrated with the body.—(H. Ruja).

1788. **Choisy, Maryse. Quelques reflexions sur une psychologie de Cain.** (Some thoughts on the psychology of Cain.) *Psyché, Paris,* 1953, **8**, 88-95.—An analysis of Cain's life and achievements is related to a legend which indicates that Cain is not the son of Adam but an illegitimate child fathered by an angel of fire.—(G. Besnard).

1789. **Delgado, Honorio, & Ibérico, Mariano. Psicología.** (Psychology.) Barcelona: Editorial Científico-Médica, 1953. viii, 291 p.—The fifth edition of this text (see **16**: 842) consists of 31 chapters dealing with the following topics: philosophy and psychology, aim of psychology, methods of psychology, main characteristics of conscious activity, psychology and physiology, extraconscious mental life, psychoanalytic interpretation of animic life, the self and personality, character, concept and extension of active life, instinct, expression, habit, attention, will, concept and extension of affective life, affective sensory states, emotion, passion, concept and extension of mental life, sensation, exterior perception, memory, association of ideas, abstraction and generalization, judgment, reasoning, imagination, intelligence, objective spirit and animic activity, and social psychology.—(E. Sánchez-Hidalgo).

1790. **Dingle, Herbert.** (U. Coll., London, Eng.) **The scientific adventure; essays in the history and philosophy of science.** New York: Philosophical Library, 1953. ix, 372 p. $6.00.—After an introductory chapter on "The Missing Factor in Science" (self-criticism), 8 essays are presented on the history of science and 11 on the philosophy of science. The historical essays deal with Copernicus, Galileo, 18th-century physics, modern theories of the origin of the universe, and other matters. The philosophical essays are entitled "Science and Ethics," "Science and Religion," "A Theory of Measurement," "The Laws of Nature," and the like. The view of science which the author defends is that it is not "an examination of an independent external world which causes and shapes our experience" but "an attempt to formulate the regularities of our experiences which themselves are the primary data."—(H. Ruja).

1791. **Eastburg, Frederick E. General principles of psychology.** Boston: Bruce Humphries, 1951. 168 p. $3.00.—The author presents this as a book that can be used for courses in general psychology. Purporting to be based on McDougall's "hormic psychology," it emphasizes the psychological thinking and research of 30 years ago. Part I (8 chapters) deals with associationism, reflexes, habits, character, nervous correlates, instincts, emotions, intelligence, personality, individual types, and the human self. Part II (5 chapters) covers perception, structure of the mind, attention, memory, and reasoning. Part III (5 chapters) treats belief, learning, leadership, society, and the individual and his world. In a section called "supplementary considerations," psychoanalysis and psychiatry are discussed.—(F. Costin).

1792. **Besnard, A. La psychologie, connaissance concrete de l'humain.** (Psychology, concrete knowledge of man.) *Psyché, Paris,* 1953, **8**, 241-247.—Concrete psychology is the practical knowledge of man where the spiritual aspect gives way to the human aspect; it depends upon "interhuman" contact and the scientific method; it is a "codification of an empirical knowledge of our fellow men"; it obviates the necessity of the soul-psyche duality.—(G. Besnard).

1793. **Jung, C. G. Collected works. Vol. 12. Psychology and alchemy.** New York: Pantheon books, 1953. xxiii, 563 p. $5.00.—This translation of "Psychologie und Alchemie" (see **22**: 214), based on "Traumsymbole des Individuationsprozesses" and "Die Erlösungsvorstellungen in der Alchemie," contains only minor alterations made at the instance of the author. The numerous Latin quotations from little known alchemical texts have been translated to assist in obtaining a deeper understanding of the material. A 540-item bibliography has been added.—(A. J. Sprow).

1794. **Lindgren, Henry Clay.** (San Francisco State Coll., Calif.) **Psychology of personal and social adjustment.** New York: American Book Co., 1953. ix, 481 p. $4.50.—This text is aimed at the student who has "made a reasonably good adjustment to life and its problems, but who would like to improve his ability to deal with [his] personal [and social] problems...." It is organized into 20 chapters covering

these general areas: introductory concepts, the self, unconscious processes, emotion (including conflict, defense mechanisms, psychotherapy), problems of college youth, determinants of personality, group relations, vocational choice and adjustment, intelligence and learning, heterosexual relations, deviant behavior patterns, mental health.—(F. Costin).

1795. **Logre, Joseph. A propos de Chronos, Eros et Thanatos.** (Chronos, Eros and Thanatos.) *Rev. franc. Psychanal.*, 1952, **16**, 518–533.—A psychoetymological study of time, love and death is advanced in support of a work by Marie Bonaparte which psychoanalyzes 3 symbolic personages whose influence in life and in the world is never-ceasing: experienced time, presiding over life's flow; love, giving it semblance; death, suppressing it.—(G. Rubin-Rabson).

1796. **Lorand, Sandor. (Ed.) The yearbook of psychoanalysis. Vol. 8, 1952.** New York: International Universities Press, 1953. 383 p. $7.50. —A selection of 24 papers from the psychoanalytic literature of 1951. Abstracts of all the papers have appeared. 30 selected readings.—(A. J. Sprow).

1797. **McAllister, W. K.** (Howard U., Washington, D.C.) **Toward a re-examination of psychological hedonism.** *Phil. phenomenol. Res.*, 1953, **13**, 499–505.—Criticisms of psychological hedonism are effective against the view "that we do what we think will result in the greatest pleasure." Traditional criticisms do not, however, rule out the theory "that we always do that the idea of which is most pleasant." The pleasant-idea form of psychological hedonism therefore "remains an appropriate topic for serious study."—(P. E. Lichtenstein).

1798. **Teilhard de Chardin, Pierre. La fin de l'espece.** (The end of the species.) *Psyché, Paris*, 1953, **8**, 81–87.—Under the impetus of increased biological knowledge Man sees himself as another species among the animal world and as such subject to extinction. No longer is the end of the world seen as a total destruction of our planet but now only as the biological extinction of man. Man, unlike any other species, is not headed for extinction but under the influence of "technico-mental" processes, is slowly working toward a "critical point of 'Speciation,'" toward a re-birth; becoming independent of time and space.—(G. Besnard).

1799. **von Foerster, Heinz. (Ed.) Cybernetics; circular causal and feedback mechanisms in biological and social systems. Transactions of the Ninth Conference, March 20–21, 1952, New York, N. Y.** New York: Josiah Macy, Jr. Foundation, 1953. xx, 184 p. $4.00.—Discussion centered about the following topics: The position of humor in human communication, Gregory Bateson, p. 1–47; The place of emotions in the feedback concept, Lawrence S. Kubie, p. 48–72; Homeostasis, W. Ross Ashby, p. 73–108; Discrimination and learning in octopus, J. Z. Young, p. 109–119; Reduction of the number of possible Boolean functions, John R. Bowman, p. 120–126; Central excitation and inhibition, Ralph W. Gerard, p. 127–150; Mechanical chess player, W. Ross Ashby, p. 151–154; Turbulence as random stimulation of sense organs, G. Evelyn Hutchinson, p. 155–158; Investigations on synaptic transmission, Walter Pitts, p. 159–166; Feedback mechanism in cellular biology. Henry Quastler, p. 167–181.—(M. J. Wayner, Jr.).

1800. **Williams, Roger J. Free and unequal; the biological basis of individual liberty.** Austin, Tex.: University of Texas Press, 1953. xiii, 177 p. $3.50. —A biochemist's popular presentation of the evidence for individual differences from the fields of physiology, biochemistry, psychology, and genetics. —(A. J. Sprow).

1801. **Wittgenstein, Ludwig. Philosophical investigations. Philosophische Untersuchungen.** New York: Macmillan, 1953. x, xe, 232, 232e p. $6.00. —The original German text appears on the left-hand pages and the English translation on the right-hand pages. Pages are numbered separately for the two texts. The book is divided into two parts, the first part written prior to 1945 and the second part written between 1947 and 1949. Wittgenstein's thoughts arising during sixteen years of philosophical investigation appear as remarks or short paragraphs. Considerable discussion is devoted to the topics of meaning, communication, and mental states.—(P. E. Lichtenstein).

1802. **Woodworth, Robert S. Psihologia.** Tel Aviv: Massada Publishing House Ltd., 1952. 519 p. Hebrew translation of "Psychology" (see **14**: 3344) by M. Elon-Rosenhek, edited by the Israel Institute of Applied Social Research.—(H. Ormian).

1803. **Wylie, Philip. An introductory hypothesis to a psychology of women.** *Psychoanalysis*, 1953, **1** (4), 7–23.—Wylie's chief notion is that woman is a psychosexual slave—and such enslavement is universal, perpetual, and different in only small ways in different societies. The world is unmistakenly a man's world, being authoritarian and patriarchal. In Freud, feminine psychology is seen as phallus-dependent rather than as something in its own right. But, biologically speaking, woman is an absolute psychosexual equal to man; and it is time to use Freud's own insights and theories to change psychoanalysis from its unilateral orientation toward the phallus to a dual and reciprocal theory that squares with biological fact.—(L. E. Abt).

Theory and Systems

1804. ———. **Kovets individual-psihologi.** (Collected papers about individual psychology.) Tel Aviv: Urim Press, 1952. 148 p.—A 2nd revised and enlarged edition (1st ed. 1946) of a collection of papers, both written in Hebrew (5 papers) and translated (5 papers—of Adler, Wexberg and Seelmann). The translated topics are taken from: Uber den nervösen Charakter, Heilen und Bilden, Guiding the Child; the Hebrew written ones deal with: individual-psychological work in a class of feebleminded children, features of psychology of childhood, treatment through playing. There is felt a modest critical approach to the Adlerian school, especially with regard to the social aspects of individual psychology. Its pedagogical value is stressed. Portrait of A. Adler. —(H. Ormian).

1805. ———. **Za novyi pod''em sovetskoi fiziologicheskoi nauki.** (For new development of Soviet physiological science.) *Fiziol. Zh. SSSR*, 1952, **38** (6), 673–676.—Soviet physiology has still a long way to go in developing Pavlov's theory. Special attention should be given to the Pavlovian theory of the "interaction of the signal systems" which is the "natural scientific basis for a science of thinking and behavior in man."—(I. D. London).

1806. **Anokhin, P. K. O printsipial'noĭ sushchnosti moikh oshibok v razvitii uchenīia I. P. Pavlova i o putiakh ikh preodoleniia.** (On the chief essence of my errors in the development of I. P. Pavlov's theory and on ways of overcoming them.) *Fiziol. Zh. SSSR*, 1952, **38** (6), 758–777.—Anokhin acknowledges and gives an analysis of his "errors" and "distortions" of Pavlovian theory under the following headings: (1) on analysis and synthesis in I. P. Pavlov's theory, (2) on the subjective in physiological research, (3) on the lobal areas of the cerebral cortex, and (4) on the reflex and the function system. In particular, Anokhin's theory of the "functional system, which was set into opposition...to the Pavlovian theory of reflexes," is renounced by him. He promises further analyses of his errors and shortcomings.—(I. D. London).

1807. **Bonaventura, Enzo Yosef.** (Hebrew U., Jerusalem, Israel.) **Hapsihoanaliza.** (Psychoanalysis.) Hebrew translation of La Psicoanalisi, by D. Ashri, edited by H. Ormian. Jerusalem: The Magnes Press of the Hebrew U., 1952. 524 p.—The posthumous translation of the book contains also: The prefaces to the 1st (1937) and 4th (1950) Italian edition (see **23**: 1340, 3rd ed.), with the Hebrew edition explaining the scientific value of the book, Hebrew psychological terms, the use of technical language, and the most necessary changes in the translated text, a new bibliography compiled by the editor and based on changes in psychoanalysis from 1938, bibliography of Hebrew psychoanalytical writings beginning from since 1940, psychoanalytical journals coming out in 1950, bibliography of the late author's writings in Italian and Hebrew (86 items). —(H. Ormian).

1808. **Boring, Edwin G.** (Harvard U., Cambridge, Mass.) **The role of theory in experimental psychology.** *Amer. J. Psychol.*, 1953, **66**, 169–184.—Psychological and scientific theories are classified and elaborated upon. The classification includes: theories with no evidence, those with rationalized support, with insufficient evidence, hypotheses that cannot be tested, generalization as theory, systematic classification as theory, descriptive theories, conceptual theories, physical models, mathematical models and reification of concepts.—(J. A. Stern).

1809. **Bunker, Henry Alden. The unconscious.** In Heiman, M., Psychoanalysis and social work, (see **28**: 2572), 15–21.—The history of the concept of "the unconscious" is traced briefly with emphasis upon the Freudian interpretation. Examples of how the unconscious is expressed through behavior are given.—(L. B. Costin).

1810. **Carnus, Juliette. The rise of French personalism.** *Personalist*, 1953, **34**, 261–268.—This is an exposition of early 19th century essays by Maine de Biran, whose introspective psychology influenced Bergson and other French philosophers. The real basis for psychology, or metaphysics, is to be found in the primary fact of consciousness wherein the ego becomes aware of itself by way of resistance encountered in acts of voluntary effort. The seat of causation is to be found within this free, active consciousness and is not to be sought in external objects.—(A. E. Kuenzli).

1811. **Jung, C. G. Two essays on analytical psychology.** New York: Pantheon Books, 1953. ix, 329 p. $3.75 (Bollingen Series 20).—This is volume 7, the second to appear in the Bollingen Foundation edition of Jung's collected works. The essays included are "Psychology of the unconscious" and "The relations between the ego and the unconscious." These are new translations by R. F. C. Hull of the revised editions of "Über die Psychologie des Unbewussten" (1943), and "Die Beziehungen zwischen dem Ich und dem Unbewussten" (1945).—(C. M. Louttit).

1812. **Masserman, Jules H. Experimental approaches to psychoanalytic concepts.** *Samīkṣā*, 1952, **6**, 243–261.—This paper is a summary of experiments designed to analyze the biodynamics of behavior and to discern principles that would apply alike to normal and abnormal conduct, to animal and human subjects, and to experimental and clinical therapy.—(D. Prager).

1813. **Perkins, Moreland.** (Harvard U., Cambridge, Mass.) **Intersubjectivity and Gestalt psychology.** *Phil. phenomenol. Res.*, 1953, **13**, 437–451.—Positivists hold that statements are meaningful if and only if they are intersubjectively confirmable. Confirmability rests in turn upon observation, which means, for the positivist or physicalist, the observation of physical objects. An examination of certain aspects of the Gestalt psychology of perception leads the author to the conclusion that there are significant statements in psychology "which cannot be translated into—and do not have the same meaning as—statements about overt behavior or physiological processes." Such statements meet the requirement of intersubjectivity, but they do not meet the requirement of a physicalistic interpretation of intersubjectivity. These considerations suggest that the concept of intersubjectivity is obscure, relatively unanalyzed, and badly in need of development. Spanish summary.—(P. E. Lichtenstein).

1814. **Quine, Willard Van Orman. From a logical point of view.** Cambridge, Mass.: Harvard University Press, 1953. vi, 184 p. $3.50.—The 9 chapters include some new and some reprinted material reworked to form a unified whole. The author has occupied himself with two main themes. The first is the problem of meaning, particularly as it is involved in the analytic statement, and the second is the concept of "ontological commitment, particularly as involved in the problem of universals." One chapter dealing with pure logic is a reprint of the author's influential article "New Foundations for Mathematical Logic." —(P. E. Lichtenstein).

1815. **Reichenbach, Hans. A new approach to a synthesis of neurology and psychology.** *Trans. N.Y. Acad. Sci.*, 1953, **15**, 141–144.—An attempt is made to interrelate neurology and psychology by presenting "instances of psychophysiological parallelism." Drawing on the work of Lorenz, instincts are interpreted as the "psychological correlate" of organs. The human brain is treated as a "mirror image of the objects with which the person has become acquainted but, being a mirror image, it does not necessarily create the impression of containing a collection of items..." By studying the brain "an extremely careful physiologist should be able to discover what the person has learned." Thinking is understood as "a play of drives."—(P. Swartz).

1816. **Révész, G. Zur Revision der Gestaltpsychologie.** (A revision of Gestalt psychology.) *Schweiz. Z. Psychol. Anwend.*, 1953, **12**, 89–110.—

Gestalten in the modalities of touch and movement usually arise successively and not immediately as in vision. The fundamental laws of Gestalt formation are thus diametrical opposites in the two areas. This fact calls for a revision of Gestalt principles which represent unjustified generalizations based chiefly on visual perceptions. The field of optics is governed by form, i.e., an immediate datum of perception achieved without integrating activity, while the field of haptics is governed by structure, i.e., a perception of relations and connections. English and French summaries.—(K. F. Muenzinger).

1817. **Sillman, Leonard R. The genesis of man.** *Int. J. Psycho-Anal.*, 1953, **34**, 146–152.—"... the genesis of man was achieved by the growth of the instinctual drives to the point where they split in two: part retaining their original direction towards the external world and part being turned against the self." Thus evolved in man the life instinct or the forces of biological creativeness on one hand and the death instinct, with its aggressiveness and destructive powers, on the other.—(G. Elias).

1818. **Stemmer, Walter. Die Elemente des Psychischen; ein Beitrag zur allgemeinen Seelenkunde und zur psychosomatischen Medizin auf Grund einer vergleichenden Psychologie des Menschen und der Tiere.** (Components of the mind; a supplement to general psychotherapy and psychosomatic medicine, based on comparative psychology.) Stuttgart: Hippokrates-Verlag Marquardt, 1953. 227 p. 18.50 DM. —The human mind, with its unique attribute of consciousness, is traced back to learning and affect as the most primitive elements. Attention and will are higher developments. Comparative psychology, psychological medicine, and literature are sources for the effort to offer a systematized view of mentality and its unfolding in biological history.—(R. Tyson).

1819. **Wallon, H. L'organique et le social chez l'homme.** (The organic and social aspects of man.) *Scientia*, 1953, **88** (492), 108–114.—Human activity can be divided into two basic categories, the organic and the social. Two positions are possible: the materialistic which in its mechanical form is incapable of explaining human history in terms of physical laws; and the idealistic with its many contradictory aspects. An explanation of causality in terms of one or the other would be unilateral. Man possesses both a perceptual system and a system of symbol. Through the use of language, man can adjust his needs and wishes to the natural order of things. Emotional expression is the more primitive and earlier form of communication.—(N. De Palma).

1820. **Watson, David Lindsay. The study of human nature.** Yellow Springs, O.: Antioch Press, 1953. x, 262 p. $3.50.—The author presents a critical study of modern social science and makes an appeal for a science of human nature which will enable the individual to read human nature for himself. An attempt is made to avoid the poles of materialism on the one hand and mysticism on the other. Central to the author's position is the doctrine of vital participation which stresses insight or intuition. Objective social science, overspecialized in point of view and poorly related to the broad context of human experience and understanding, fails to satisfy the deeper needs of man and society.—(P. E. Lichtenstein).

1821. **Wiener, Philip P. (Ed.)** (City Coll., New York.) **Readings in philosophy of science: introduction to the foundations and cultural aspects of the sciences.** New York: Scribner, 1953. ix, 645 p. $5.50.—59 selections from as many authors are reprinted. These selections are arranged in 4 sections: mathematical and physical sciences, basic biological and psychological concepts, methods and problems in the social sciences, and philosophical analyses and syntheses. "Emphasis has been placed on the basic concepts and problems of the philosophy of science rather than on the defense of any one school of thought." 8 of the selections are from psychological publications.—(C. M. Louttit).

(See also abstract 1861)

Methods & Apparatus

1822. **Conklin, J. E., Baldwin, A., & Brown, R. H. Apparatus for measuring the threshold for visual discrimination of direction of movement.** *Amer. J. Psychol.*, 1953, **66**, 289–294.—An apparatus designed to measure threshold for visual discrimination of direction of movement as a function of exposure time is described.—(J. A. Stern).

1823. **Ezriel, Henry. A brief reply to Professor O'Neil.** *Brit. J. med. Psychol.*, 1953, **26**, 163.—The psychoanalytic method is not a historical one but is "a method of objectively observing events that take place in the ... analytic session ... if such a view ... is correct ... it should be possible to make use of the analytic session as an experimental situation." A primary requirement for such a procedure is to specify "operational rules that would enable us to derive objectively the 'latent' unconscious dynamics from the directly observable 'manifest' material." (See **28**: 1835.)—(C. L. Winder).

1824. **Ferster, Charles B.** (Harvard U., Cambridge, Mass.) **The use of the free operant in the analysis of behavior.** *Psychol. Bull.*, 1953, **50**, 263–274.—Some of the criteria and principles of the Skinner box technique for the study of the free operant are described so that interested researchers may replicate the conditions. The instrumentation includes the manipulandum, recording, magazine, experimental chamber, and control equipment. The pigeon as an experimental animal, its preparation for experiments, and the design of experiments are discussed.—(M. R. Marks).

1825. **Flanders, Ned. A.** (U. Minnesota, Minneapolis.) **A circuit for the continuous measurement of palmar resistance.** *Amer. J. Psychol.*, 1953, **66**, 295–299.—A circuit for measuring gradual changes in resistance over relatively long periods is described. Apparatus consists of a circuit which maintains a constant current through S, a voltage amplifier and an inking galvanometer and paper assembly.—(J. A. Stern).

1826. **Gregory, R. L.** (Applied Psychology Unit, Cambridge, Eng.) **A multi-channel printing chronograph.** *Quart. J. exp. Psychol.*, 1953, **5**, 33–35.—A 29 channel chronograph is described. Time scores are printed directly on 2.5-inch record paper and continuous paper drive is eliminated. Design, construction, and a summary of performance characteristics are reported. A portable recorder of this type is being developed.—(F. A. Muckler).

1827. **Hurwitz, H. M. B.** (Birbeck College, London, Eng.) **A new rat-pellet feeding machine.** *Quart. J. exp. Psychol.*, 1953, **5**, 36.—Describes an apparatus

which eliminates both the need for uniform pellets and the sharp click characteristic of current machines. In addition, the apparatus allows both varying pellet size and a partial reinforcement schedule.—(F. A. Muckler).

1828. **Kemeny, John G.** (Princeton U., N. J.) **The use of simplicity in induction.** *Phil. Rev., N. Y.*, 1953, **62**, 391–408.—Although scientists have been committed to the doctrine of selecting the simplest hypothesis from among several which are considered as "equally good" it appears that there is far from a unanimity of opinion as to the underlying concept of simplicity. The present paper seeks to clarify, establish a process and the justification of the simplicity concept as interpreted by the author. He develops the process for establishing the simplest hypothesis among several hypotheses and establishes a methodology by which they may be "ordered according to simplicity." Examples of applications to problems in science are included.—(M. A. Seidenfeld).

1829. **Kenshalo, D. R.** (Florida State U., Tallahassee.) **An electrical latch relay: a substitute for mechanical latch relays.** *Amer. J. Psychol.*, 1953, **66**, 299–300.—A simple low cost electrical latch relay which is readily available at radio supply stores is described.—(J. A. Stern).

1830. **Kline, Nathan S. Samples and controls in psychiatric research.** *Psychiat. Quart.*, 1953, **27**, 474–495.—Sample selection methods developed in the physical sciences cannot be directly applied to the study of deviant behavior. Samples should be representative in respect to all attributes. Demonstration of the existence of an attribute does not prove it is causally significant. Elaborateness of equipment and procedure does not transform observation into an experiment. "The formulation of adequate conceptual and methodological tools for the study of animate nature, and particularly biological organisms, has hardly begun."—(D. Prager).

1831. **Knoll, Henry A.** (Los Angeles Coll. Optom., Los Angeles, Calif.) **An infra-red skiascope and other infra-red ophthalmic research instruments.** *Amer. J. Optom.*, 1953, **30**, 346–350.—Describes infra-red models of an objective optometer, a pupillometer, a Purkinje-Sanson image-viewer, and a skiascope. Each makes use of infra-red image converter tubes.—(M. R. Stoll).

1832. **Lönberg-Holm, K., & Larson, C. Theodore. Developmental index.** Ann Arbor, Mich.: University of Michigan Press, 1953. n. p. $1.50.—"A proposed pattern for organizing and facilitating the flow of information needed by man in furthering his own development, with particular reference to the development of buildings and communities and other forms of environmental control."

1833. **Mays, L. L.** (Army Med. Serv. Grad. Sch., Washington, D.C.) **A device for recording skin resistance with the electroencephalograph instrument.** *EEG clin. Neurophysiol.*, 1953, **5**, 313–316.—An auxiliary device is described which makes it possible to record changes in skin resistance with standard EEG amplifying and recording equipment. "The device can ... be used in measuring any phenomena where a Wheatstone bridge is used ... and is not limited to the measurement of the galvanic skin reflex." Wiring diagram and detailed building instructions are given.—(R. J. Ellingson).

1834. **Moonan, William Jeane. The generalization of the principles of some modern experimental designs for educational and psychological research.** *Dissertation Abstr.*, 1953, **13**, 238–239.—Abstract of Ph.D. thesis, 1952, U. Minnesota. Microfilm of complete manuscript 225 p., $2.81, University Microfilms, Ann Arbor, Mich., Publ. No. 4868.

1835. **O'Neil, W. M. The relation of clinical and experimental methods in psychology.** *Brit. J. med. Psychol.*, 1953, **26**, 158–162.—"Except in those situations where we may make a direct test of the theory, we must test it through its adequacy as a basis for prediction. To test psycho-analytic theories in this way three things need to be done. First, we must discover clearer means ... of distinguishing the 'data' from the 'impressions' in psycho-analytic findings .... Secondly, we must re-formulate many psycho-analytic hypotheses in order to make their empirical reference less equivocal .... Thirdly, we need to set out quite explicitly the premises, ... and the deductive steps in arriving at explanations and predictions of readily observable behavior ...."—(C. L. Winder).

1836. **Quenouille, M. H.** (U. Oxford, Eng.) **The design and analysis of experiment.** New York: Hafner, 1953. xiii, 356 p. $7.50.—The design and analysis of experiments; randomised blocks and latin squares; simple factorial and split plot designs; general factorial and split-plot designs; factorial designs involving factors at two levels; factorial designs involving factors at three levels; complex factorial designs; incomplete block designs for a single set of treatments; long-term experiments; planning of groups of experiments; combination of experimental results; special designs and analyses; missing observations; and scaling of observations are discussed.—(G. C. Carter).

1837. **Richter, Curt P.** (Johns Hopkins Hosp., Baltimore, Md.) **Free research versus design research.** *Science*, 1953, **118**, 91–93.—The choice before committees whose function it is to pass on the merits of research projects for financial support is between experimental design and free research, the project and the man. Richter offers a number of suggestions for the guidance of such committees and urges support for the man.—(A. J. Sprow).

1838. **Rohrer, John H.** (Urban Life Research Institute, New Orleans, La.) **The research team concept and the cultural pattern of science.** *Amer. J. Psychiat.*, 1953, **109**, 677–683.—A discussion of the general cultural pattern of science, the more specific problem of levels of scientific description, and the application of the first 2 to the concept of "research team."—(F. W. Snyder).

1839. **Spring, K. H.** (Ministry of Supply, Fighting Vehicles Design Establishment, Chertsey, Eng.) **An apparatus for measuring the steadiness of aim of a rifle.** *Quart. J. exp. Psychol.*, 1952, **4**, 179–180.—A dual optical system is described which measures angular errors in elevation and azimuth during the aiming of a rifle. Only a 2 ounce mirror is attached to the rifle itself. A diagram and detailed description of the apparatus are reported.—(F. A. Muckler).

1840. **Townsend, John C.** (West Virginia U., Morgantown.) **Introduction to experimental method for psychology and the social sciences.** New York: McGraw-Hill, 1953. ix, 220 p. $4.00.—This laboratory textbook in experimental psychology is aimed at

exposing the student "to the elements of theory and method necessary for the understanding of the performance of experiments." The first 4 chapters are concerned with the theory of experimentation; chapters 5–11 with the design and conduct of experiments; statistical interpretations and conclusions are considered in 5 chapters; and the final chapter is devoted to application of the experimental method.—(A. J. Sprow).

1841. **Woodger, J. H. Biology and language: an introduction to the methodology of the biological sciences including medicine.** New York: Cambridge University Press, 1952. xiii, 364 p. $8.00.—In these Tarner lectures the author equates language with Boole-Frege logic and the latter with scientific methodology (Part I); then considers the benefits to be derived from applying this methodology to biological problems. Primarily the author deals with genetics (Part II) and with neurology and related sciences (Part III), devoting 3 lectures to the former, 2 to the latter. The sciences related to neurology include psychology; accordingly the author seriously criticizes behaviorism because it uses only physicalistic language. It is assumed that psychology requires in addition three other languages—a personalistic, a sensible-object and a community language.—(J. R. Kantor).

1842. **Young, P. T.** (U. Illinois, Urbana.) **Differential color-mixers.** *Amer J. Psychol.*, 1953, **66**, 312–313.—Harper and Olroyd's design for an "inexpensive differential color mixer" is described as essentially similar to one designed by P. T. Young in 1923.—(J. A. Stern).

(See also abstracts 1916, 2047, 2052, 2104, 2158, 2732, 2846)

New Tests

1843. **Benassy-Chauffard, C., Benoit-Lévi, R., & Lemaistre, S. Deux tests de vocabulaire : le Vocsy et le Vocdé.** (Two vocabulary tests : the Vocsy and the Vocdé.) *BINOP*, 1953, **9**, 94–105.—A detailed description of 2 French Vocabulary tests. The Vocsy is geared to the classification of superior subjects. For each of the 52 words proposed, the subjects have to select a synonym from a group of 6 words. Standardization is in progress. The Vocdé is a French parallel (not a translation) of the Vocabulary subtests in the Wechsler-Bellevue Intelligence Scales. Results of standardization on 1500 subjects are included.—(G. Dufresne).

1844. **Bennett, George K., & Gelink, Marjorie. Manual for the Short Employment Tests; a battery of three tests for use with clerical applicants: verbal—numerical—clerical aptitude.** New York: Psychological Corporation, 1953. 10 p.—This is a series of three aptitude tests intended for use in employing office help. Included are tests of word knowledge, arithmetic skills, and clerical aptitude, each having a working time of five minutes. Each compares favorably in terms of score range, reliability, and content with longer tests intended for the same purpose. Predictive and concurrent coefficients are reported for 6 different situations. Congruent validity is demonstrated in correlations with the Wonderlic Personnel, Otis, General Clerical, and Minnesota Clerical Tests and in the table of sub-test intercorrelations. Tables of comparable scores on the above tests are also given. (See **27**: 7475.)—(D. R. Krathwohl).

1845. **Blum, Lucille H., & Fieldsteel, Nina D. Blum-Fieldsteel Developmental Charts.** Ages 0–6 yrs. Set of 2 charts ($2.50 per 25), with manual, pp. 8. Yonkers, N. Y.: World Book Co., 1952, 1953.—(See *J. consult Psychol.*, 1953, **17**, 233–234.)

1846. **Cattell, Raymond B.** (U. Illinois, Urbana.) **A guide to mental testing for psychological clinics, schools, and industrial psychologists.** (3rd ed.) London: University of London Press, 1953. xv, 446 p. 35*s*.—Another revision of this handbook (see **25**: 3807) to take into account the progress of research and the publication of new tests. The material on the measurement of intelligence, testing special aptitudes, attainment tests, gauges of interest, attitude, and object libido investment, tests of temperament and disposition, measures of character factors and probes of emotional adjustment, the measurement of intra-familial attitudes, and notes on the selection of tests, interpretation of results, and synthesis of evidence is organized into 8 chapters.—(A. J. Sprow).

1847. **Dunnette, Marvin D.** (U. Minnesota, Minneapolis.) **The Minnesota Engineering Analogies Test.** *J. Appl. Psychol.*, 1953, **37**, 170–175.—A 90-item engineering analogies test was constructed and administered to 203 engineering seniors. After item analysis (the external criterion was the over-all honor-point average, the internal criterion was an accuracy index, rights divided by wrongs), 63 items were administered to 53 graduate engineering students. Odd-even reliability was .86. The graduate students did better than the seniors, and within the graduate group third year students did better than first and second year students, so the author concludes that the test is useful in assessing engineering abilities. 20 references.—(H. W. Daniels).

1848. **Howard, James W. The Howard Ink Blot Test; a descriptive manual.** *J. clin. Psychol.*, 1953, **9**, 209–254.—The author presents for his new test administration and scoring procedures, location areas, form level of responses, popular responses, and differences from Rorschach standards of various response ratios. Data are given on the responses of 229 non-clinical, English speaking Canadians of above average intelligence. The blots are not reproduced.—(L. B. Heathers).

1849. **Maslow, A. H. The S-I. [Security—Insecurity] Inventory.** College-adult. 1 form. Untimed, (10) min. Inventory ($1. per 10, $7 per 100), with manual, pp. 10, and key. Stanford, Calif.: Stanford University Press, 1952. (See *J. consult. Psychol.*, 1953, **17**, 234.)

1850. **Mills, Eugene S.** (Whittier Coll., Calif.) **The Madeleine Thomas Completion Stories Test.** *J. consult. Psychol.*, 1953, **17**, 139–141.—A projective test is described which was developed at the J. J. Rousseau Institute and the Psychological Laboratory of Geneva. "It consists of 15 stories or items which relate to the family conditions, school experience, and fantasy life of a fictitious little boy or girl of the same sex and age as the child being tested. Each story poses a problem . . . and the child is asked to resolve that problem; that is, . . . to finish the story to his own liking." The 15 stories are listed, with suggestion for interpreting the results.—(F. Costin).

1851. **Sakellariou, Georgios Th.** (Athens U., Greece.) **Hē diagnōsis tēs prosōpikotētos.** (Sakellariou personality scale.) Athens, Greece: Author, 1953. 295 p.—A description and explanation of the author's personality scale—a 100 item sentence completion type of test. It has two forms: extended (100 items); condensed (50 items). Standardization, reliability, validity, method of presentation and interpretation are all discussed. The test was first developed in Greece, and has also been used in the United States. It was devised "to get at characteristic expression of different emotions and sentiments ... active, reserved, religious, and aesthetic." 26 references.—(F. Costin).

(See also abstracts 2243, 2672, 2903, 3193, 3313, 3339)

Statistics

1852. **Abelson, Robert P. Spectral analysis and the study of individual differences in the performance of routine repetitive tasks.** Princeton, New Jersey: Educational Testing Service, 1953. 113 p.—Of the mathematical methods of analyzing data ordered along a time dimension, spectral analysis is seen as best because it "...gives a complete summarization of the stationary properties of time-ordered data, and the measures derived from it possess convenient and orderly statistical properties." It specifies the contribution of oscillations of varied rates to the total oscillation of a time series. 3 explanatory applications are given. Two result in a modification and clarification of previous studies. The major demonstration is on data representing the subject's attempts to jab a stylus at a moving line target. The relation of the analysis to personality characteristics which appear to be logically related to the process is discussed. 44 references.—(D. R. Krathwohl).

1853. **Anderson, T. W.** (Columbia U., New York.) **Asymptotic distributions of estimates for latent structure analysis.** *Econometrica,* 1953, **21,** 340.—Abstract.

1854. **Angoff, William H.** (ETS, Princeton, N. J.) **Test reliability and effective test length.** *Psychometrika,* 1953, **18,** 1–14.—Effective test lengths for speeded and power tests are first measured. Then these measures are used in ascertaining the reliability for (1) both speeded and power tests, where a short parallel form, separately timed, is administered in addition to the full test, (2) power tests where subordinate items parallel to the total test are imbedded within it, and (3) power tests where the subordinate items are correlated with a subtest of complementary parallel items.—(M. O. Wilson).

1855. **Blackwell, David. Equivalent comparisons of experiments.** *Ann. math. Statist.,* 1953, **24,** 265–272.—Sherman and Stein have shown that a method given by the author for comparing two experiments is equivalent, for experiments with a finite number of outcomes, to the original method introduced by Bohnenblust, Shapley, and Sherman. A new proof of this result is given, and the restriction to experiments with a finite number of outcomes is removed. A class of weaker comparisons—comparison in k-decision problems—is introduced, in three equivalent forms. For dichotomies, all methods are equivalent, and can be described in terms of errors of the first and second kinds.—(G. C. Carter).

1856. **Bliss, C. I.** (Yale U., New Haven, Conn.), **& Fisher, R. A. Fitting the negative binomial distribution to biological data and note on the efficient fitting of the negative binomial.** *Biometrics,* 1953, **9,** 176–199.—In analyzing biological counts for which the variance is significantly larger than the mean, the value of the negative binomial distribution is enhanced by a simplified maximum likelihood method for estimating the coefficient k. The calculation is illustrated in detail with a numerical example and compared with other estimates of the same parameter. The error variance of the statistics of the negative binomial and tests for its agreement with a set of observations are illustrated with the same example. Models underlying the negative binomial are reviewed with reference to observed distributions of both plants and animals. 33 references.—(G. C. Carter).

1857. **Bose, R. C., Shrikhande, S. S., & Bhattacharya, K. N. On the construction of group divisible incomplete block designs.** *Ann. math. Statist.,* 1953, **24,** 167–195.—It is shown that all partially balanced incomplete block (PBIB) designs with two associate classes, can be divided into a small number of types according to the nature of the association relations among the treatments. One simple and important type is the group divisible (GD). The combinatorial properties of GD designs are studied and the analysis along with that for other types is given. Methods of constructing GD designs are presented.—(G. C. Carter).

1858. **Brownlee, K. A., Hodges, J. L., Jr., & Rosenblatt, Murray.** (U. Chicago, Ill.) **The up-and-down method with small samples.** *J. Amer. statist. Ass.,* 1953, **48,** 262–276.—On the basis of formulas for the asymptotic variance, the up-and-down method is 30 or 40% more efficient than the usual probit analysis method. The up-and-down method will prove superior to the probit method in any situation wherein the arrangement of the trials in series is not prohibited by experimental or cost considerations. There are many laboratories now using the probit method which would profit from a change to the up-and-down design.—(G. C. Carter).

1859. **Burt, Cyril.** (U. Coll., London, Eng.) **Scale analysis and factor analysis. (Comments on Dr. Guttman's paper.)** *Brit. J. Statist. Psychol.,* 1953, **6,** 5–23.—In analysing qualitative data, like those obtained from questionnaires or from tests where the answers are simply marked right or wrong, the numerical processes that arise are primarily those associated with counting rather than measurement. Attempts to improve the construction and scaling of tests like the Binet-Simon series appear to indicate that for general purposes the most satisfactory method consists in a factorial analysis of the constituent items. For the study of qualitative data the most effective factorial technique would appear to be that originally proposed by Pearson for determining the orthogonal mean square regression lines (i.e., weighted summation with unreduced test-variances) or, as Pearson himself preferred to call it, the method of "principal axes." (See **28:** 1873.)—(G. C. Carter).

1860. **Carroll, John B.** (Harvard U., Cambridge, Mass.) **An analytical solution for approximating simple structure in factor analysis.** *Psychometrika,* 1953, **18,** 23–38.—A criterion satisfactory for approximating simple structure in terms of minimizing

the sums of cross-products of squares of factor loadings is proposed. The method is laborious for more than four factors, but this may be reduced with high-speed equipment.—(M. O. Wilson).

1861. **Chassan, J. B. The role of statistics in psychoanalysis.** *Psychiatry*, 1953, **16**, 153–165.—Certain fundamental ideas from the theory of probability are discussed in relation to the possibility of their application to psychoanalytic data. Attention is focused largely on the problem of homogeneity of data, number of cases, and their relation to the problem of inference. The difficulties due to the diversities of psychiatric data and of therapeutic goals are considered.—(C. T. Bever).

1862. **David, G.** (12, rue du Palais, Sète, France.) **Une feuille de calcul pour la validation d'une batterie de tests.** (A worksheet for calculations involved in validating a battery of tests.) *BINOP*, 1953, **9**, 27–30.—The description of a worksheet on which the complete results of a battery of 16 tests can be grouped for a maximum of 60 subjects in such a manner that correlation can be established more rapidly. This is done by grouping the results on 3 levels.—(G. Dufresne).

1863. **Davidoff, Melvin D., & Goheen, Howard W. A table for the rapid determination of the tetrachoric correlation coefficient.** *Psychometrika*, 1953, **18**, 115–121.—A table to facilitate computation of Pearson Q_1 ("cosine method") estimate of r_t is developed. Its accuracy is checked against that of the Chesire, Soffir, and Thurstone tables (see **7**: 5541).—(M. O. Wilson).

1864. **Dixon, W. J.** (U. Oregon, Eugene.) **Processing data for outliers.** *Biometrics*, 1953, **9**, 74–89.—Every experimenter has at some time or other faced the problem of whether certain of his observations properly belong in his presentation of measurements obtained. He must decide whether these observations are valid. If they are not valid the experimenter will wish to discard them or at least treat his data in a manner which will minimize their effect on his conclusions. Methods for such evaluation are discussed.—(G. C. Carter).

1865. **Dwyer, Paul S., & Waugh, Frederick V.** (U. Michigan, Ann Arbor.) **On errors in matrix inversion.** *J. Amer. statist. Ass.*, 1953, **48**, 289–318.—Mathematical statisticians have given a great deal of attention to sampling errors, much less to errors of computation, and very little to errors due to faulty data. Before the statistician has confidence in his results, he should explore all three kinds of errors. The discovery of the amount of error resulting from the use of approximate computational methods, the effects of errors in the original data, and the size of the maximum error in a particular element of an inverse matrix due to the inherent errors in the elements of the original matrix are discussed. 31 references.—(G. C. Carter).

1866. **Flood, M. M.** (The RAND Corp., Santa Monica, Calif.) **Testing organization theories.** *Econometrica*, 1953, **21**, 339–340.—Abstract.

1867. **Gengerelli, J. A., & Michael, John L.** (U. California, Los Angeles.) **A non-parametric test for the reliability of the difference between two proportions.** *J. Psychol.*, 1953, **36**, 127–130.—The quadratic method is suggested for determining the confidence limits of a proportion, which the authors assert is especially valuable when there are two empirical proportions, and as the proportion moves away from .5. The error in the traditional method consists in the assumption that the parametric proportion lies midway between the two obtained proportions, and this usually is not the case.—(R. W. Husband).

1868. **Gibson, W. A.** (U. N. Carolina, Chapel Hill.) **A least-squares solution for Case IV of the Law of Comparative Judgment.** *Psychometrika*, 1953, **18**, 15–21.—The material is displayed as a system of homogeneous linear equations and a solution by least-squares is offered. Various conditional equations which fix the origin and unit of measurement are used.—(M. O. Wilson).

1869. **Gibson, W. A.** (U. North Carolina, Chapel Hill.) **A simple procedure for rearranging matrices.** *Psychometrika*, 1953, **18**, 111–113.—First, Guttman's scalogram board (see **25**: 3037) is described and critically evaluated. Then, a simpler, less expensive technique—one with fewer disadvantages—is outlined.—(M. O. Wilson).

1870. **Golub, Abraham.** (Aberdeen (Md.) Proving Ground.) **Designing single-sampling inspection plans when the sample size is fixed.** *J. Amer. statist. Ass.*, 1953, **48**, 278–288.—A simple technique is developed for determining "best" single sampling inspection plans when the sample size is fixed. Two cases are considered: (1) single sampling plans for placing a lot into one of two categories, and (2) single sampling plans for placing a lot into one of three categories. For case (1), the "best" plans are based upon a criterion of minimizing the sums of the producer's and consumer's risks. A similar criterion is employed as a basis for choosing "best" plans for case (2).—(G. C. Carter).

1871. **Gourlay, Neil.** (U. Birmingham, Eng.) **Covariance analysis and its applications in psychological research.** *Brit. J. Statist. Psychol.*, 1953, **6**, 25–33.—The various uses of the analysis of covariance have been considered with special reference to its application in psychology and have been discussed under 3 main headings: (1) where covariance is used to increase the precision of an experiment; (2) where it is a means of analysing the relation between variates which have been measured after treatment of experimental groups; (3) where it is applied to data obtained from non-random groups. An attempt has been made to define the particular conditions under which it is correct or incorrect to state that the use of covariance "increases precision."—(G. C. Carter).

1872. **Grosch, H. R. J.** (General Electric Co., Cincinnati, O.) **High speed arithmetic: the digital computer as a research tool.** *J. opt. Soc. Amer.*, 1953, **43**, 306–310.—A survey of the uses, advantages, and limitations of digital computers for optical design problems.—(L. A. Riggs).

1873. **Guttman, Louis.** (Israel Institute of Applied Social Research, Jerusalem.) **A note on Sir Cyril Burt's "Factorial analysis of qualitative data."** *Brit. J. Statist. Psychol.*, 1953, **6**, 1–3.—Procedures for dealing with qualitative data; analysis into principal components; applications to scalable and non-scalable data; and the study of deviations: image analysis and nodal analysis are discussed.—(G. C. Carter).

1874. **Henderson, C. R.** (Cornell U., Ithaca, N. Y.) **Estimation of variance and covariance components.** *Biometrics*, 1953, **9**, 226–252.—Three methods for

estimating variance components in the non-orthogonal case are described. These methods are illustrated with a small sample of butterfat records made by cows resulting from an artificial breeding program. —(G. C. Carter).

1875. **Herstein, I. N.** (U. Chicago, Ill.), **& Milnor, John. An axiomatic approach to measurable utility.** *Econometrica*, 1953, **21**, 291–297.—This paper presents a set of axioms about choices in risky situations, the satisfaction of which makes it possible to define a utility function which is measurable up to a linear transformation. These axioms are briefly compared with others intended to serve the same purpose which have been presented by von Neumann and Morgenstern and by Marschak.—(W. Edwards).

1876. **Jackson, Robert Arthur. An item analysis technique based upon adjacent group differences.** *Dissertation Abstr.*, 1953, **13**, 193.—Abstract Ed.D. thesis, 1952, Michigan State Coll. Microfilm of complete manuscript, 56 p. $1.00. University Microfilms, Ann Arbor, Mich., Publ. No. 4706.

1877. **Johnson, Woodbury. Utilization of IBM accounting machines for the rapid computation of the point biserial correlation coefficient in item validation.** *U.S. Naval Sch. Aviat. Med. Res. Rep.*, 1952, Proj. No. NM 001 058.24.02, 9 p.—This report describes a method of computing the components of the formula for point biserial coefficient of correlation. The sum of criterion scores for passers, number of passers, the sum of the criterion scores for failers and the number of failers are obtained directly from the printed form. In addition the printed form arranges the lists of criterion scores in usable order for the necessary remaining hand calculations.

1878. **Katz, Leo.** (Michigan State Coll., E. Lansing.) **A new status index derived from sociometric analysis.** *Psychometrika*, 1953, **18**, 39–43.—The method takes into consideration who chooses and how many choose. The concept of attenuation in influence transmitted through intermediaries is introduced.—(M. O. Wilson).

1879. **Katz, Leo.** (Michigan State Coll., E. Lansing.) **Confidence intervals for the number showing a certain characteristic in a population when sampling is without replacement.** *J. Amer. statist. Ass.*, 1953, **48**, 256–261.—It is well known that the maximum likelihood estimate for M is the largest integer in $(m/n)(N + 1)$. The problem of confidence interval estimation for M, however, seems to have escaped systematic investigation in the literature. The problem is considered and two approximate methods are given for construction of these confidence intervals. On the basis of some preliminary investigations, it appears that the second approximation, which allows for correction for discontinuity in the observations, agrees quite closely with the exact computations. —(G. C. Carter).

1880. **Kempthorne, O., & Tandon, O. B.** (Iowa State Coll., Ames.) **The estimation of heritability by regression of offspring on parent.** *Biometrics*, 1953, **9**, 90–100.—An analysis was undertaken to find the "best" procedure in the sense of finding what intermediate weighting system will give unbiased estimates of the regression, with minimum sampling variance. In the present instance there is little to choose between the 3 estimators considered.—(G. C. Carter).

1881. **Kimball, Bradford F. A multiple group least squares' problem and the significance of the associated orthogonal polynomials.** *J. Amer. statist. Ass.*, 1953, **48**, 320–335.—A multiple group least squares' problem is presented and solved which involves determination of certain coefficients separately for each of several samples with a final coefficient given a single optimum value for all samples grouped together. The computation of orthogonal polynomials implicit in the normal equations is discussed relative to the forward solution of these equations. Certain significant advantages of computing orthogonal predictors are pointed out.—(G. C. Carter).

1882. **Kruskal, William H.** (U. Chicago, Ill.) **On the uniqueness of the line of organic correlation.** *Biometrics*, 1953, **9**, 47–58.—A problem sometimes arising in biometric work is the representation of a multivariate distribution by a single straight line. The meaning and uniqueness properties of one such method of representation which has been suggested by several writers and which may be called the diagonal line of organic correlation is discussed. This line passes through the mean of the distribution, has its direction numbers proportional in absolute value to the standard deviations, and has the signs of its direction numbers determined by the signs of the covariances.—(G. C. Carter).

1883. **Lacey, Oliver L.** (U. Alabama, University.) **Statistical methods in experimentation.** New York: Macmillan, 1953. xi, 249 p. $4.50.—The aim and problems of statistics in experimentation; experimental design; interpretation; the probability of discrete events; probability in a continuum; the normal distribution; tests of significance of means and differences between means; enumeration data; correlation; regression; and fiducial limits are discussed. —(G. C. Carter).

1884. **Lockman, Robert F.** (U. S. Naval School of Aviation Medicine, Pensacola, Fla.) **The predictive use of the linear discriminant function in Naval Aviation Cadet selection.** *U. S. Naval Sch. Aviat. Med. Res. Rep.*, 1953, Rep. No. NM 001 057.16.02. 11 p.—The applicability of the linear discriminant function to Naval Aviation Cadet selection and the detailed computational procedure of this statistical tool were the chief purposes of this study. The LDF was used with test scores on 4 measures with a pass-fail criterion. The 4 tests in multivariate analysis significantly discriminated between the passing and failing cadet groups. Predictive equations for these groups are given along with the equation for predicting into which group an applicant to the Flight Training Program should fall.

1885. **Lord, Frederic M.** (ETS, Princeton, N. J.) **An application of confidence intervals and of maximum likelihood to the estimation of an examinee's ability.** *Psychometrika*, 1953, **18**, 57–76.—The S. D. of maximum likelihood estimates and its relation to the discriminating power of a test are determined. The Neyman-Pearson power function is used to determine which of two psychological tests is the more powerful in selecting successful examinees. 25 references.—(M. O. Wilson).

1886. **Lord, Frederic. A theory of test scores.** *Psychomet. Monogr.*, 1952, No. 7, x, 84 p.—Using item difficulties and inter-item correlations as its tools, the theory yields these conclusions: (1) the re-

gression of test score on ability is necessarily curvilinear; (2) the standard error of measurement is ordinarily least for those examinees for whom a test is least discriminating; (3) errors of measurement have a binomial, rather than normal, distribution; (4) maximum discrimination at a given ability level occurs when all the items are of 50% difficulty; (5) a free response test with not extraordinarily high item intercorrelations and with all items of 50% difficulty appears to be more discriminating for practically all examinees than a test characterized by a spread of item difficulties; (6) "the shape of the frequency distribution of test scores or of true scores does not necessarily reflect the shape of the frequency distribution of ability." Empirical studies involving 7 short tests showed very good agreement with the theory. 39 references.—(D. R. Krathwohl).

1887. **Lutz, W. Exact test for contingency.** *Bull. Nat. Inst. pers. Res., Johannesburg,* 1952, **4,** 168–173.—A formula is offered, with statistical proofs, for using the exact method of chi square when the frequencies in any of the cells is less than 3 or 0. The method is not limited to those cases in which the number of rows and columns in the table are small.—(B. Sless).

1888. **McHugh, Richard B.** (Iowa State Coll., Ames.) **The comparison of two correlated sample variances.** *Amer. J. Psychol.,* 1953, **66,** 314–315.—A method for comparing two correlated sample variances is described.—(J. A. Stern).

1889. **Maritz, J. S. Estimation of the correlation coefficient in the case of a bivariate normal population when one of the variables is dichotomized.** *Psychometrika,* 1953, **18,** 97–110.—It is possible to estimate by means of "probit analysis" techniques the r of a bivariate normal population when one of the variables is dichotomized. This constitutes an extension of the work by Gillman and Goode, since they were able to find by this approach an approximation to the large sample variance of the resulting estimate of G of ρ. The present study is an empirical attempt to obtain some information about the distribution of G for large sample size. Consideration is given to methods for determining the "pass-fail" cut-off.—(M. O. Wilson).

1890. **Meier, Paul.** (Johns Hopkins U., Baltimore, Md.) **Variance of a weighted mean.** *Biometrics,* 1953, **9,** 59–72.—In combining estimates of an unknown parameter it may be reasonable to assume that the individual estimates are unbiased, but are derived from populations with possibly different variances. First order corrections to the estimated variance of a weighted mean when the weights are the reciprocals of the estimated variances of the individual estimates are provided. In addition to the general results, a special investigation is made for the case in which only two estimates are to be combined.—(G. C. Carter).

1891. **Nair, K. R.** (U. North Carolina, Chapel Hill.) **A note on rectangular lattices.** *Biometrics,* 1953, **9,** 101–105.—Harshbarger (1951) has recently developed the Near Balance Rectangular Lattice for $p(p-1)$ varieties in blocks of $(p-1)$ plots and with every variety replicated p times. It is interesting to note that this lattice is a p.b.i.b. design having two associate classes. In fact, it follows as a special case of a general rectangular lattice design given on p. 370 (Section 7.5) of the paper by Bose and Nair (1939). —(G. C. Carter).

1892. **Nash, John.** (M. I. T., Cambridge, Mass.) **Two-person cooperative games.** *Econometrica,* 1953, **21,** 128–140.—A solution is derived by two different methods for games in which the two participants have neither completely opposed nor completely coincident interests, and in which the two participants are permitted to agree on a rational course of action which is assumed enforceable. The solution centers on the concept of a threat, which is a punitive strategy to be followed if agreement is not reached. The solution is compared with the solution by von Neumann and Morgenstern of similar games.—(W. Edwards).

1893. **Raj, Des.** (U. Lucknow, Calcutta, India.) **Estimation of the parameters of type III populations from truncated samples.** *J. Amer. statist. Ass.,* 1953, **48,** 336–349.—The problem considered is the estimation of the mean and variance of Type III populations from singly and doubly truncated samples with known truncation points when the number of unmeasured observations is (1) unknown for each tail, (2) known separately for each tail, (3) known jointly for the two tails. For singly truncated samples, estimating equations are obtained by the method of moments as well as by the method of maximum likelihood.—(G. C. Carter).

1894. **Reuchlin, M. Plans expérimentaux et méthodologies en analyse factorielle.** (Experimental designs and methodologies in factor analysis.) *BINOP,* 1953, **9,** 79–86.—Discusses the long standing statistical controversy which was revived recently in two articles by Stephenson and by Cattell. After a presentation of the grounds from which the controversy stems, the author provides a description and examples of Cattell's experimental designs as well as of Stephenson's Q and R methodologies. A strong preference is expressed for Cattell's approach as more coherent and more productive. It is suggested, however, that the terms "factorial techniques" or "factorial methods" be used exclusively to identify statistical operations used in processing a given table of correlations.—(G. Dufresne).

1895. **Reuning, H. Evaluation of square contingency tables.** *Bull. Nat. Inst. pers. Res., Johannesburg,* 1952, **4,** 160–167.—Chi square and Pearson's mean square contingency coefficient do not offer reliable results when the relationships between small numbers of ratings (25 to 100) are being determined. A method of "condensation" is offered for square contingency tables where the number of classes is the same and the classification has the same meaning in both dimensions. The table is diagonally stratified into "classes of agreement," an assumption is made that agreement or disagreement between ratings is a deviation from chance, and such deviation can then be tested by chi square.—(B. Sless).

1896. **Seashore, Harold G., & Ricks, James H., Jr. Norms must be relevant.** *Test Serv. Bull.,* 1950, No. 39, 1–4.—No meaningful information can emerge from testing Sue, Bill, Ned, Miss Zembro or Mr. Arnold unless we can evaluate their raw scores by means of norms which are relevant to our reasons for testing these individuals in the first place. Our better understanding of an individual through tests depends, then, largely upon our having diverse and well-defined sets of norms. Such accumulation of norms is a duty of authors and publishers. And the thousands of test

administrators hold a key position in developing these more useful and interpretable bases for comparing test performances.—(G. C. Carter).

1897. **Shapley, Lloyd S., & Shubik, Martin.** (Princeton U., N. J.) **Solutions of N-person games with ordinal utilities.** *Econometrica,* 1953, **21,** 348.—Abstract.

1898. **Walker, Helen M.** (Teachers Coll., Columbia U., New York.), **& Lev, Joseph. Statistical inference.** New York: Henry Holt, 1953. xi, 510 p. $6.25.—This textbook which presupposes no college training in mathematics contains the basic concepts of statistics in its first 9 chapters (for a 1-semester course) and additional material (9 chapters) for a 2-semester course or for the student's reference. All concepts including those of probability are developed intuitively. Among the diverse experimental designs considered is the use of the power function. Chapter references serve to acquaint the student with additional material. Glossary of symbols.—(A. J. Sprow).

1899. **Weiss, Lionel.** (U. Virginia, Charlottesville.) **Testing one simple hypothesis against another.** *Ann. math. Statist.,* 1953, **24,** 273–281.—For the problem of testing one simple hypothesis against another, of all tests whose probabilities of incorrectly accepting the first hypothesis and of incorrectly accepting the second hypothesis are bounded from above by given bounds, the familiar Wald sequential probability ratio test gives the smallest expectation of sample size under either hypothesis. A "generalized sequential probability ratio test" is introduced which differs from the Wald test only in that the same limits are not necessarily used at each stage of the sampling, but at the ith stage A_i and B_i are used, where these numbers are predetermined constants.—(G. C. Carter).

1900. **Wesman, Alexander G. Reliability and confidence.** *Test. Serv. Bull.,* 1952, No. 44, 1–6.—A reliability coefficient is a statistic—simply a number which summarizes a relationship. Before it takes on meaning, its reader must understand the logic of the study from which the coefficient was derived, the nature of the coefficient and the forces which affect it. Statistics may reveal or conceal—what they do depends to a very large extent on the logical ability and awareness the reader brings to them. Figures do lie, to those who don't or won't understand them.—(G. C. Carter).

1901. **Wesman, Alexander G. The three-legged coefficient.** *Test. Serv. Bull.,* 1950, No. 40, 1–3.—The correlation coefficient has been likened to a three-legged stool: one leg is the predictor (frequently a test), another is the criterion (grades, ratings, etc.) and the third is the population on which the coefficient is obtained (grade level or job family, sex, spread of ability, etc.). He who uses a three-legged stool without ascertaining that all three legs warrant confidence is very likely to be floored.—(G. C. Carter).

1902. **Wherry, Robert J.** (Ohio State U., Columbus.), **& Winer, Ben J. A method for factoring large numbers of items.** *Psychometrika,* 1953, **18,** 161–179.—The procedure is a special case of the multiple-group centroid method of factoring applicable to a variety of variables in factoring problems particularly test items.—(M. O. Wilson).

1903. **Whitfield, J. W.** (U. Coll., London, Eng.) **The distribution of total rank value for one particular object in m rankings of n objects.** *Brit. J. Statist. Psychol.,* 1953, **6,** 35–40.—It is sometimes necessary to pick out for particular study one object only in a series, as when an experimental object is presented with control objects for preference ranking or some other form of judgment. A similar situation arises in experimental social psychology, when one person in a group is instructed to play a predetermined role, and each of the other members of the group is asked to rank his fellow members (including the experimental person) for certain characteristics. In these cases the experimenter is concerned with the ranks given to the specific object or individual. For this Kendall's (1948) treatment of the general m ranking problem is inappropriate; and an appropriate method is suggested.—(G. C. Carter).

1904. **Zimmerman, Wayne S.** (Brandeis U., Waltham, Mass.) **A revised orthogonal rotational solution for Thurstone's original Primary Mental Abilities Test battery.** *Psychometrika,* 1953, **18,** 77–93.—The revision involved an extension of the rotational process. Use of the method produced more sharply delineated factors corresponding more closely to Army Air Force factors. Implications of the study are that more psychological meaningfulness and greater invariance will result if centroid axes are rotated, using the concepts of a simple structure and positive manifold.—(M. O. Wilson).

Reference Works

1905. **Educational Screen, Inc.** (64 E. Lake St., Chicago, Ill.) **The blue book of 16mm films.** (28th ed.) Chicago, Ill.: Author, 1953. 172 p. $2.00.—This directory of 7500 16mm educational films lists over 1100 new films in this edition (see **26:** 5958). Includes titles classified under human relations and guidance, vocational guidance, labor relations, psychology and psychiatry, and sociology. 400 producers and distributors listed.—(A. J. Sprow).

1906. **Hinsie, Leland E., & Shatzky, Jacob. Psychiatric dictionary, with encyclopedic treatment of modern terms.** (2nd ed. with suppl.) New York: Oxford University Press, 1953. vi, 781 p. $15.00.—To the 7500 title entries, including personal names, of the 1940 edition (see **15:** 2065) have been added a supplement, pages 563–781, of 900 terms "many of which have only lately entered the literature." In the supplement, extensive definition has been the rule but the same arrangement and treatment have been maintained as in the original dictionary.—(A. J. Sprow).

1907. **Jellinek, E. M., Efron, Vera, & Keller, Mark. The classified abstract archive of the alcohol literature. II. The code dictionary.** *Quart. J. Stud. Alcohol,* 1953, **14,** 285–311.—Code letters identifying items in the classified abstract include I, Mental disorders; J, Experimental psychology; and K, Clinical psychology.—(W. L. Wilkins).

1908. **Keller, Mark, & Efron, Vera.** (Yale U., New Haven, Conn.) **The classified abstract archive of the alcohol literature. I. Description of the archive.** *Quart. J. Stud. Alcohol,* 1953, **14,** 263–284.—Inception, maintenance, and service of the archive, which may be used by interested scientists are described.—(W. L. Wilkins).

1909. **Vail, Derrick.** (Ed.) **American Journal of Ophthalmology ten-year cumulative index (1943-**

volume 26—to 1952-volume 35). *Amer. J. Ophthal.*, 1953, **36** (7, pt. 2), 142 p.—Subject index and index of authors and titles of original articles and notes, cases, and instruments for a 10-year period.

(See also abstract 2800)

Organizations

1910. **American Psychological Association. Program of the sixty-first annual convention of the.... Abstracts of papers. Symposia and other meetings.** *Amer. Psychologist*, 1953, **8**, 311–472.

1911. **Ford Foundation. Behavioral Sciences Division. (Bernard Berelson, Dir.). Report, June 1953.** New York: Ford Foundation, 1953. 71 p.—"This report has presented the rationale of the Foundation and of the Division within it, the record of the Division during its first year and a half of operation, and the plans of the Division for the months ahead." The activities of the Division include support for advanced training of behavioral scientists, and for improving the content and methods of the behavioral sciences. An appendix lists all persons who have served as consultants to the Division.—(C. M. Louttit).

History & Biography

1912. ————. **George Berkeley.** *Brit. J. Phil. Sci.*, 1953, **4**, frontispiece.—Portrait.

1913. ————. **Clark L. Hull.** *J. clin. exp. Hypnosis*, 1953, **1** (2).—Portrait facing p.1.

1914. ————. **Le professeur Ernst Kretschmer.** *Rev. psychol. appl.*, 1953, **3**, 43–48.—A biography, including a list of Professor Kretschmer's published works. Portrait—(G. Besnard).

1915. **Abraham, Karl. Selected papers of Karl Abraham.** New York: Basic Books, 1953. 527 p. $6.00.—The first American edition of Abraham's "Selected papers on psychoanalysis" (see **2**: 1219). —(A. J. Sprow).

1916. **Boring, Edwin G.** (Harvard U., Cambridge, Mass.) **A history of introspection.** *Psychol. Bull.*, 1953, **50**, 169–186.—The history of the "availability of consciousness to observation in scientific psychology" is reviewed under the headings: Dualism; Classical Introspection; Description of the Impalpable; Awareness of Mental Activity; Phenomenological Description; Patients' Protocols; Psychophysics; Animal Consciousness; Verbal Report. "Consciousness nowadays is simply one of many concepts which psychology employs, usually under some other name, whenever it finds the category useful for the generalization of observations." 99-item bibliography. —(M. R. Marks).

1917. **Bose, B. Pars Ram.** *Samīkṣā*, 1952, **6**, 204. —Obituary.

1918. **Cahan, Solomon. Maria Montessori, die revolutsiyonerin.** (Maria Montessori, the revolutionary.) *Bl. Yiddisher Dertsiung*, 1953, No. 5, 100–101. —A summary of the outstanding theories and accomplishments of Maria Montessori in the field of education for mentally retarded and normal children.—(J. A. Fishman).

1919. **Chauchard, P. Louis Lapicque et la physiologie du systeme nerveux.** (Louis Lapicque and the physiology of the nervous system.) *Rev. Quest. sci.*, 1953, **14**, 246–252.—On occasion of Lapicque's death the author gives short biography of this great neurophysiologist and outlines the development of his scientific activity (beginning about 1900) and the significance of his work.—(M. Choynowski).

1920. **D., H. V. Millais Culpin.** *Brit. J. med. Psychol.*, 1953, **26**, 2.—Obituary.

1921. **Danilov, I. V., & Chevysheva, N. A. Ob odnoĭ neizvestnoĭ rechi Akad. I. P. Pavlova.** (On an unknown speech of Academician I. P. Pavlov.) *Fiziol. Zh. SSSR*, 1952, **38** (6), 677–680.—A speech delivered in 1917 in honor of the February revolution. —(I. D. London).

1922. **Emch, Minna. N. Lionel Blitzsten.** *Int. J. Psycho-Anal.*, 1953, **34**, 153–154.—Obituary.

1923. **Fernberger, S. W. Alcuni laboratori europei di psicologia giudicati da uno psicologo statunitense.** (European laboratories of psychology assessed by an American psychologist.) *Arch. Psicol. Neurol. Psichiat.*, 1953, **14**, 419–424.—This is a partial reproduction of the article Fernberger, S. W., "Some European psychological laboratories," (see **27**: 5550).

1924. **Fernberger, Samuel W. Experimental psychology in Europe.** *Int. Soc. Sci. Bull.*, 1953, **5** (1), 119–125.—The author visited experimental laboratories in Italy, France, Belgium, and the British Isles. The laboratories of Prof. A. Gemelli, Catholic University at Milan, Prof. A. Michotte, Louvain, and Prof. Sir Frederich Bartlett, Cambridge, were most advanced of those visited. Restrictions on psychology are a matter of money, program research which limits the scope of psychology to the interests of the senior psychologist, stress upon undergraduates rather than graduates or faculty research, limited employment opportunities for psychologists, and the shift to a practical emphasis.—(H. A. Grace).

1925. **Golikov, N. V., & Gol'dburt, S. N. Nauchnaia sessiia, posviashchennaia 100-letiiu so dnia rozhdeniia N. E. Vvedenskogo, v Leningrade.** (Scientific session, dedicated to the 100th anniversary of N. E. Vvedenskiĭ's birth, in Leningrad.) *Fiziol. Zh. SSSR*, 1952, **38** (4), 530–533.—Summaries of papers on Vvedenskiĭ's theories and developments therefrom are given. In the concluding paper Bykov affirms that the "session only half-opened [the door] to the huge perspectives for the further development of N. E. Vvedenskiĭ's heritage in the spirit of Pavlovian physiology."—(I. D. London).

1926. **Gosselin, Raymond, et al. Henry Alden Bunker: 1889–1953.** *Psychoanal. Quart.*, 1953, **22**, 153–158.—Portrait facing p. 153, obituary, and 63-item bibliography of Henry Alden Bunker papers.

1927. **Gustin, John C. The well-tempered analyst.** *Psychoanalysis*, 1953, **1** (4), 2–6.—This is a brief tribute to Theodor Reik on the occasion of his 65th birthday and 40th year in psychoanalysis. It tells of his training under Karl Abraham, help by Freud in Reik's early years, and the latter's development and election to the secretaryship of the Vienna Psychoanalytic Society. All these experiences are shown as being in sharp contrast to Reik's treatment in the U. S., to which he came in 1938, where he was snubbed by psychoanalysts because of his lack of medical training.—(L. E. Abt).

1928. **Hinrichs, Gerard. Maine de Biran on psychology and metaphysics.** *Personalist*, 1953, **34**, 124–132.—The starting point of de Biran's psychology and metaphysics is the self. It is not the substance of Descartes, nor the innate thinking sub-

ject of Leibniz, nor the transcendental ego of Kant, nor the objective ego of the empiricists. Rather, it is the self which causes and is aware that it causes bodily movements, which creates language in order to handle ideas in accord with its own interests, which endures and recognizes itself in memory, which cultivates itself morally at the same time as intellectually by reflectively liberating itself from dependence upon sense objects.—(A. E. Kuenzli).

1929. **Kline, Milton V.** (Long Island U., Brooklyn, N. Y.) **Freud and hypnosis: a critical evaluation.** *Brit. J. med. Hypnotism,* 1953, **4** (3), 2–11.—A series of direct quotations from the works of or about Sigmund Freud, with respect to his reasons for abandoning hypnosis, was reviewed. It appeared that he had two major motives for rejecting hypnosis: one was subjective and as the presumably self-determined wish of an individual can be accepted on those grounds alone. The second represents Freud's "objective" or scientific reasons and are essentially the reasons still adhered to by orthodox psychoanalytic groups. It appears that the continued rejection of hypnosis by psychoanalytic movements represents a resistance to hypnosis which is based more on an emotionally conditioned identification with the authority of Freud than on independent study and evaluation.—(A. D. Haggerty).

1930. **Malorov, F. P. Redaktoru.** (To the editor.) *Fiziol. Zb. SSSR,* 1952, **38** (1), 131.—Malorov acknowledges that his conception of the "interrelation of the subjective and the objective in research on higher nervous activity in man" is anti-Pavlovian and that it is related to the "antiscientific conception of psychophysical parallelism."—(I. D. London).

1931. **Masishchev, V. N., Portnov, A. A., & Fedotov, D. D. V. M. Bekhterev.** *Zb. Nevropat. Psikhiat.,* 1952, **52** (12), 3–10.—A review and evaluation of the life and scientific activity of Bekhterev. He is held to have been the "first representative of neuropathology and psychiatry who correctly appreciated the great perspectives revealed for these medical disciplines by I. P. Pavlov's theory" and, "criticizing Weissmanism," to have "affirmed the inheritance of acquired characteristics."—(I. D. London).

1932. **Meili, R. David Katz, 1884–1953.** *Schweiz. Z. Psychol. Anwend.,* 1953, **12,** 153–154.—Obituary.

1933. **Oberndorf, C. P. Dr. Karen Horney.** *Int. J. Psycho-Anal.,* 1953, **34,** 154–155.—Obituary.

1934. **Rao, S. K. Ramachandra.** (Indian Institute of Science, Bangalore, India.) **Psychological speculations of Samkara.** *Scientia,* 1953, **88** (491), 141–145.—In India the religious incentive did in no way jeopardize dispassionate inquiry. Samkara marks a significant stage in the growth of psychology in that he synthesizes the orthodox and the heterodox views. "Notwithstanding his antiquity, he has many psychological speculations to his credit."—(N. De Palma).

1935. **Rasmussen, E. Tranekjær. Berkeley and modern psychology.** *Brit. J. Phil. Sci.,* 1953, **4,** 2–12.—Berkeley was an untiring phenomenologist whose main demand was that the statement that something exists must be testable within the world of direct experience. Berkeley's standpoint is not only consistent with the modern psychology of perception but it also has important implications for the psychology of knowledge.—(P. E. Lichtenstein).

1936. **Révész, G. David Katz.** *Acta psychol.,* 1953, **9,** 97–98.—Obituary.

1937. **Rom, P. L'zihro shel Alfred Adler.** (To memory of A. Adler.) *Urim,* 1952/53, **10,** 23–34.—On the occasion of the 15th anniversary of Adler's death. Evaluation of the system and person. Portrait.—(H. Ormian).

1938. **Speranskiĭ, A. Redaktoru.** (To the editor.) *Fiziol. Zb. SSSR,* 1952, **38** (1), 130.—Bykov is unfair in accusing Speranskiĭ of maintaining a silence on the latter's anti-Pavlovian "errors." The truth is that Speranskiĭ is reluctant to rush into print with statements that are simply declarative of allegiance to Pavlovian principles, but is holding out until he has completed research which will permit a real exposition of progress made on the basis of Pavlovian conceptions.—(I. D. London).

1939. **Sutherland, John D. William Brown.** *Brit. J. med. Psychol.,* 1953, **26,** 1.—Obituary.

1940. **Vooys, C. J. Psychologische achtergrond bij Spinoza.** (Psychological background in Spinoza.) *Psychol. Achtergr.,* 1953, No. 20, 101–102.—A short note on psychological themes in Spinoza's works: his insight that reason, though a powerful antidote to drives and emotions, is itself influenced by the instinct of self-preservation. Accordingly Spinoza discriminates between active and passive thinking. This is the core of his classical statement in "Ethices," pars V. prop. III.—(P. W. Pruyser).

1941. **Williams, Griffith W.** (Rutgers U., New Brunswick, N. J.) **Clark L. Hull and his work on hypnosis.** *J. clin. exp. Hypnosis,* 1953, **1** (2), 1–3.—A brief summary of the kind of experimental and theoretical work done by Clark L. Hull in the area of hypnotic phenomena. Emphasis is on the methodology and style of Hull's contributions to the field.—(E. G. Aiken).

1942. **Wisdom, J. O. An outline of Berkeley's life.** *Brit. J. Phil. Sci.,* 1953, **4,** 78–87.—This article presents a brief sketch of George Berkeley's life and personality together with a chronological outline of his life and a list of his works on science and the philosophy of science.—(P. E. Lichtenstein).

1943. **Zilboorg, Gregory. D. Ewen Cameron, M.D. President, 1952–1953; a biographical sketch.** *Amer. J. Psychiat.,* 1953, **110,** 10–12.

(See also abstracts 2109, 2845)

Professional Problems of Psychology

1944. **American Psychological Association. Ethical standards of psychologists.** Washington, D. C.: Author, 1953. xv, 171 p. $1.00.—A statement of the provisional standards adopted by the Council of Representatives of the American Psychological Association on September 4, 1952, as official policy of the Association. The statement is divided into 6 sections: Ethical standards (1) and public responsibility, (2) in client relationships, (3) in teaching, (4) in research, (5) in writing and publishing, (6) in professional relationships. Assistance of the members of the Association is solicited in the revision of the standards.—(A. J. Sprow).

1945. **American Psychological Association. Ethical standards of psychologists; a summary of ethical principles.** Washington, D. C.: Author, 1953. 19 p.

10¢.—Presents in brief the major tenets of the code of ethics of psychologists. The official code is embodied in a longer statement "Ethical standards of psychologists" (see **28**: 1944). Both statements were provisionally approved by the Council of Representatives of the Association in September 1952. They will be revised in 1954 and submitted to the Council again for final action in 1955.—(A. J. Sprow).

1946. **Berman, Leo.** (Harvard Med. Sch., Boston, Mass.) **Problems of supervision and training in clinical psychology. Round table, 1952. 6. A group psychotherapeutic technique for training in clinical psychology.** *Amer. J. Orthopsychiat.*, 1953, **23**, 322–327.—A combination group therapy and seminar approach is described in which groups of students or professional workers from allied fields meet and describe situations from their daily work which have upset them. The work of the group consisted in exploring the whys of such irrational emotional reactions. The group leader's function is an attempt to clarify preconscious material rather than interpret unconscious material. This procedure may be filling an important gap in the training of clinical psychologists and others in allied fields.—(R. E. Perl).

1947. **Blitzsten, N. Lionel, & Fleming, Joan. What is a supervisory analysis?** *Bull. Menninger Clin.*, 1953, **17**, 117–129.—The professional training of a psychoanalyst is organized in the 3 phases of the preparatory analysis, the didactic course work, and the practice in analysis under supervision. Supervision should be looked upon as a continuation of the student's analytical experience. The supervisor should take an active part in the interpretation of countertransference to the student and should take responsibility for determining that the student make an effort to work through analytically the behavior which interferes with his progress as a therapist. The personal analysis should not be permitted to be a relationship quite apart from the supervisory analysis. —(W. A. Varvel).

1948. **Gardner, George E.** (Judge Baker Foundation, Boston, Mass.) **Problems of supervision and training in clinical psychology. Round table, 1952. 2. The supervision of psychotherapy.** *Amer. J. Orthopsychiat.*, 1953, **23**, 293–300.—In supervision the first concern is the relationship between supervisor and student which will enable learning to take place. Then the supervisor must give the student an appreciation of the strength of transference between himself and the patient and equip him with technical devices for handling it. Thirdly, the supervisory process must see to it that the student makes the fullest and most accurate clinical application of his theoretical knowledge. And the fourth need is for such instruction as will enable the student to make a satisfactory diagnostic formulation of the case that he is treating.—(R. E. Perl).

1949. **Henry, William E.** (U. Chicago, Ill.) **Problems of supervision and training in clinical psychology. Round table, 1952. 5. The language of fantasy—a problem in instruction and supervision.** *Amer. J. Orthopsychiat.*, 1953, **23**, 315–321.—The individual's task of learning the interpretation of fantasy is at once a rational and an emotional task. The process of instruction must start with the heart of the matter, and supplement and follow with the details and the historically antecedent. Emphatic understanding must come first, control and critical evaluation second. The influences that make a good analyst of fantasy are to be found in life history terms as well as in terms of formal education.—(R. E. Perl).

1950. **Hutt, Max L.** (U. Michigan, Ann Arbor.) **Problems of supervision and training in clinical psychology. Round table, 1952. 7. Discussion.** *Amer. J. Orthopsychiat.*, 1953, **23**, 328–331.—Training in clinical practice, even though it must start with very limited and carefully controlled situations, should involve participation in clinical situations from the beginning of the training program. The problem of the supervisory relationship is complicated by the fact that the supervisor evaluates the student and has great influence upon whether or not the student is retained in the program. If the supervisor could be divorced from this type of reality relationship, he and the student would feel freer to interact in terms of the needs of the student and the needs of the patient. —(R. E. Perl).

1951. **Jeffers, Frances C.** (Duke U., Durham, N. C.) **A combined course in sociology and psychology.** *Amer. J. Nurs.*, 1953, **53**, 432–436.—Operating on the conviction that sociology and psychology for students of nursing are basically not different, a combined course was planned. Through this experience it is hoped that the student may appreciate the role of social and cultural patterns in their interaction with the individual personality, and that this may assist her in developing personal, social, and professional maturity.—(S. M. Amatora).

1952. **Jersild, Arthur T., Helfant, Kenneth, et al.** (Columbia U., New York.) **Education for self-understanding; the role of psychology in the high school program.** New York: Bureau of Publications, Teachers College, Columbia University, 1953. ix, 54 p. 85¢.—The report seeks to explore what the school might do to help young people understand themselves and acquire healthy attitudes toward themselves and others. It attempts to define issues and possibilities involved in promoting psychological understanding at the high school level; to examine what has been done in this area and what might be done; to identify problems of administration, methodology, and content; and, to investigate the possible outcomes. 51 references.—(S. M. Amatora).

1953. **Mathews, W. Mason, & Wineman, David.** (Merrill-Palmer School, Detroit, Mich.) **Problems of supervision and training in clinical psychology. Round table, 1952. 3. The supervision of clinical diagnostic work.** *Amer. J. Orthopsychiat.*, 1953, **23**, 301–306.—The therapeutic and supervisory relationships have many elements in common but actually the task of supervisor is quite different from that of therapist. In supervision, selected reality situations must be exploited for supervisory ego support in the service of learning. The supervisor has at his disposal a wider radius of life space than the therapist. The danger of too great transference to the supervisor may occur and should be handled by "reality-geared toning down" rather than by interpretation.—(R. E. Perl).

1954. **Mercer, Margaret, & Hecker, A. O.** (V. A. Hosp., Coatesville, Pa.) **An outline and bibliography for a seminar in clinical psychology for resident physicians in psychiatry.** *Amer. J. Psychiat.*, 1953, **110**, 48–51.—Outline with 91-item bibliography.

1955. **Rodnick, Eliot H.** (Duke U., Durham, N. C.) **Problems of supervision and training in clinical psychology. Round table, 1952. 4. Some problems of research in clinical psychology.** *Amer. J. Orthopsychiat.*, 1953, **23**, 307–314.—The attempt to encompass within a single training program the development of skills for clinical practice and training in research methodology presents many difficulties. The graduate student has difficulty bringing into adequate investigative design a suitable research problem which is congenial to his clinical training. There is need for supervision and stimulation by mature research psychologists who have real familiarity with and mastery of the clinical area and who are sensitive to the problem areas in clinical psychology.—(R. E. Perl).

1956. **Roe, Anne. A psychological study of eminent psychologists and anthropologists, and a comparison with biological and physical scientists.** *Psychol. Monogr.*, 1953, **67** (2), (No. 352), 55 p.—Roe reports her findings on 14 psychologists and 8 anthropologists considered eminent by their peers. Psychologists tended to get their baccalaureate and doctoral degrees at a somewhat younger age than anthropologists in spite of a relatively later selection of their professional field on the part of psychologists. Rather interesting differences were found in the scores attained on the spatial and mathematical tests, while verbal test score revealed relatively slight differentiation between the two groups. The tendency toward a dependent parental relationship associated with guilt and unhappiness was shown by both groups in the TAT while the Rorschachs were very productive, gave evidence of great sensitivity, somewhat aggressive, resistance to authoritarianism, and a marked interest in people. Comparisons with biologists and physicists were included.—(M. A. Seidenfeld).

1957. **Wyatt, Frederick.** (U. Michigan, Ann Arbor.) **Problems of supervision and training in clinical psychology. Round table, 1952. 1. The meaning of clinical experience.** *Amer. J. Orthopsychiat.*, 1953, **23**, 284–292.—As a preface to a discussion of the problems of supervision and training in clinical psychology, we must inquire what is meant by clinical experience. Experience is a closure that may or may not take place between the observer and the observed. The purpose of clinical teaching is to guide and foster such closure.—(R. E. Perl).

(See also abstracts 2571, 2808, 3438, 3441, 3443)

PHYSIOLOGICAL PSYCHOLOGY

1958. ———. **VII sessiia Nauchnogo soveta po problemam fiziologicheskogo ucheniia akad. I. P. Pavlova pri Prezidiume Akademii nauk SSSR.** (7th session of the Scientific Council on Problems of the Physiological Theory of Academician I. P. Pavlov, Affiliated with the Presidium of the USSR Academy of Sciences.) *Fiziol. Zh. SSSR*, 1952, **38**(4), 533–537.—The 1952 research plans of various institutes in the Ukraine were examined for conformity to the major decrees of the 1950 "Pavlovian sessions." Serious deficiencies in this regard were admitted to by the directors of these institutes. It was, in particular, acknowledged that the deceased A. A. Bogomolets was guilty of establishing the practice of investigating the functions of connective tissue without proper regard to the role of the nervous system, in general, and the cerebral cortex, in particular. Finally, the "Scientific Council emphatically expressed the wish of [all] scientific workers [in the Ukraine] to cast out anti-Pavlovian, outmoded conceptions, such as the so-called theory on the 'physiological system of connective tissue,' and to go out into the 'broad highway' of Pavlovian physiology."—(I. D. London).

1959. **Bartlett, R. G., Jr., Helmendach, R. H., & Bohn, V. C.** (Coll. Med. Evangelists, Loma Linda, Calif.) **Effect of emotional stress, anesthesia, and death on body temperature of mice exposed to cold.** *Proc. Soc. exp. Biol., N. Y.*, 1953, **83**, 4–5.—By exposing restrained and unrestrained mice to cold, it was found that the latter experienced a small drop in body temperature as contrasted with the former whose body temperatures "dropped to approximately death point in about 1 hour." These and other data are interpreted in favor of an hypothesis of "emotional hypothermia" in relation to temperature drop and stress.—(L. A. Pennington).

1960. **Björk, Ake, & Kugelberg, Eric. Motor unit activity in the human extraocular muscles.** *EEG clin. Neurophysiol.*, 1953, **5**, 271–278.—Motor unit activity was recorded from the four recti and the levator palpebrae using fine needle electrodes. With increasing voluntary contraction these muscles respond like other muscles, but the individual motor-unit frequencies are much higher and recruitment is much more rapid. "The action potentials themselves are exceptionally small and brief. Compared with the first dorsal interosseus muscle both amplitude and duration are reduced by a factor of about four."—(R. J. Ellingson).

1961. [**Bykov, K. M., & Airapet'iants, E. Sh.**] **Postanovlenie VII sessii Nauchnogo soveta po problemam fiziologicheskogo ucheniia akad. I. P. Pavlova pri Prezidiume Akademii nauk SSSR, g. Kiev, 7 iiunia 1952 g.** (Decree of the 7th session of the Scientific Council on Problems of the Physiological Theory of Academician I. P. Pavlov, Affiliated with the Presidium of the USSR Academy of Sciences, Kiev, June 7, 1952.) *Fiziol. Zh. SSSR*, 1952, **38**(4), 539–540.—The work, methodology, and direction of research in several Ukrainian institutes are subjected to censure because of divergence from Pavlovian conceptions. In particular, the followers of A. A. Bogomolets are criticized for ignoring the Pavlovian principle of nervism in their investigations of the functions of connective tissue and for not basing their research on the "reflex theory of Sechenov-Pavlov." Concrete measures are listed to redress the situation.—(I. D. London).

1962. **Düker, Heinrich, & Düker, Erna. Über die Wirkung von Pervitin auf die psychische Leistungsfähigkeit. Neue Untersuchungen zum Problem der Leistungssteigerung.** (The effects of Pervitin on psychic efficiency. A new examination of the problem of increasing performance.) *Z. exp. angewand. Psychol.*, 1953, **1**, 32–64.—Pervitin exerts a strong stimulating effect on psychic efficiency, both in quantity and quality. The effects of Pervitin can be traced up to eight hours and overdosage leads to restlessness and lessens efficiency. Pervitin postpones both fatigue and the diminution in capacity to concentrate. English and French summaries.—(W. Schwarz.)

1963. **Guillemin, Roger, & Fortier, Claude.** (U. Montreal, Que., Can.) **Role of histamine in the hypothalamo-hypophyseal response to stress.** *Trans. N.Y. Acad. Sci.*, 1953, **15**, 138–140.—The adrenocorticotrophic reactions of rats to auditory stimulation, immobilization, cold exposure, and histamine injection do not support the theory that histamine is (1) "an important factor . . . [or] indispensable link in hypothalamo-pituitary alteration due to neurotropic stress," or (2) "the only humoral agent responsible for pituitary stimulation by systemic stress."—(P. Swartz).

1964. **Guillemin, Victor, & Wechsberg, Pablo.** (U. Ill., Chicago.) **Physiological effects of long term repetitive exposure to mechanical vibration.** *J. Aviat. Med.*, 1953, **24**, 208–221.—Rats exposed to vibrations of 3,600 and 7,200 cycles per minute for periods totaling from 700 to 1,300 hours show marked changes in the vascular tonus of their paws and legs. 25 references.—(A. Chapanis).

1965. **Henshaw, Paul S. Physiologic control of fertility.** *Science*, 1953, **117**, 572–582.—The feasibility of physiologic control of fertility in man rests on the modification of conditions at one or another of the critical points in the physiological system underlying fertility. These critical points are indicated, and agents or approaches for intervening at them (hormones, anti-hormones, anti-enzymes, immune bodies, modified media, symbiotic organisms, dietary factors, special agents, nervous stimuli, detection of ovulation—or rhythm) each briefly discussed, with pertinent findings cited. 167 references.—(B. R. Fisher).

1966. **Kozenko, T. M. Obrazovanie serdechno-sosudistykh uslovnykh refleksov pri nekotorykh usloviiakh ostrogo eksperimenta.** (Formation of cardio-vascular conditioned reflexes under certain conditions of acute experiment.) *Fiziol. Zb. SSSR*, 1952, **38**(6), 697–701.—Conditioned reflex depression of blood pressure can be developed with "reinforcement of an auditory conditioned signal by the unconditioned stimulation of the carotid sinus receptors or the peripheral ends of the vagus nerve." This cannot be done in a deep state of narcosis. The depressive reflex, conditioned to sound and reinforced by stimulation of the carotid sinus zone, is formed with comparative ease after 20 to 30 combinations. When reinforced by stimulation of the peripheral ends of the vagus nerve, it is formed with much more difficulty, 50 to 100 combinations being required. Quick extinction is characteristic of the conditioned depressive reflex developed by the former method.—(I. D. London).

1967. **Meyer, Donald R.** (Ohio State U., Columbus.) **On the interaction of simultaneous responses.** *Psychol. Bull.*, 1953, **50**, 204–220.—A theory is developed which attributes interaction of simultaneous responses to a convergence of impulse patterns upon the motor pathways of the central nervous system. It accounts for the effects of induced muscular tension on learned and unlearned responses, permits evaluation of the role of tension in skill learning, and provides a rationale for the use of the blink rate as an index of generalized muscular tension. It is related to two recent studies. 122-item bibliography.—(M. R. Marks).

1968. **Ralli, Elaine P. (Ed.)** (New York U.) **Adrenal cortex; transactions of the Fourth Conference, November 12, 13, and 14, New York, N. Y.** New York: Josiah Macy, Jr. Foundation, 1953. 165 p. $4.00.—Topics discussed were: Permissive action of adrenal cortical hormones, (informal group discussion), p. 11–28, 10 references; Mechanisms through which the adrenal cortex produces qualitatively different effects, Hans Selye, p. 29–97, 27 references; Existence, nature, and site of production of a salt hormone (Mineralo-corticoid) secreted by the adrenal gland, Marthe Vogt, p. 98–130, 31 references; Adrenalectomy in man, F. D. W. Lukens, p. 131–165, 15 references.—(M. J. Wayner, Jr.).

1969. **Ravitz, L. J. Electrocyclic phenomena and emotional states.** *J. clin. exp. Psychopath.*, 1952, **13**, 69–106.—Normal daily DC variations were made on 17 subjects (10 for a period of 2–8 months) by using head: chest electrode placements and keeping careful records of emotional disturbances and mood fluctuations. The studies included temperature, blood-pressure, pulse, continuous DC records, finger potentials, EEGs, and psychiatric evaluations. The results suggest that emotional disturbances increase potential differences, and that unknown factors may at periodic intervals precipitate or aggravate already present disturbances. It seems probable that no individual can be completely assessed without considering him in relation to his own cyclic pattern. In order to be adequate, behavioristic theories must integrate concepts of modern field physics in order to view protoplasmic systems as a part of a universal whole. 76-item bibliography.—(G. A. Muench).

1970. **Spratt, Nelson T., Jr.** (U. Minnesota, Minneapolis.) **Developmental physiology.** *Annu. Rev. Physiol.*, 1953, **15**, 21–38.—A survey of literature concluded June 1952 and organized under the following headings: Formation and organization of the ovarian egg; Activation of the developmental system; Progressive changes in organization; Control of development; Expression of latent potentialities; and Metabolism. 239 references.—(M. J. Wayner, Jr.).

1971. **Voĭtkevich, V. I. Ob uslovnoreflektornoĭ regulîatsii nasyshcheniia krovi kislorodom.** (On conditioned reflex regulation of saturation of the blood with oxygen.) *Fiziol. Zb. SSSR*, 1952, **38**(4), 452–458.—Any indifferent stimulus can become a "conditioned signal" for the onset of the hypoxemic state. As a rule, reflexes, conditioned to "hypoxemic stimuli," bring on a regulatory reaction in the form of intensification of breathing and circulation of the blood —reactions directed toward reduction of the hypoxemic state.—(I. D. London).

1972. **Yoffey, J. M. (Ed.)** (U. Bristol, Eng.) **The suprarenal cortex. Proceedings of the Fifth Symposium of the Colston Research Society held in the University of Bristol, April 1st–4th, 1952.** New York: Academic Press, 1953, viii, 232 p. $6.50.—Papers of interest to psychologists from these proceedings of the Colston Research Society are separately abstracted (see **28**: 2907, 2999).—(W. L. Wilkins).

(See also abstracts 1799, 1816, 1825, 2178, 2225, 2285)

Nervous System

1973. **Anand, Bal K., & Brobeck, John R.** (Yale U. Sch. Med., New Haven, Conn.) **Food intake and spontaneous activity of rats with lesions in the amygdaloid nuclei.** *J. Neurophysiol.*, 1952, **15**, 421–430.—"Bilateral electrolytic lesions of the amygdaloid nuclei in rats have been shown to produce the following: (i) no

change in food intake; (ii) a marked decrease in spontaneous activity; (iii) a fall of body temperature for about a week; (iv) no development of savageness—on the other hand, the lesions had the effect of making a savage rat more tame. Cats with similarly localized electrolytic lesions did not develop any rage reactions although they were kept alive for from six weeks to two months. The food intake remained normal in those in which the lesions did not spread into the lateral hypothalamus."—(C. E. Henry).

1974. **Arieff, Alex J., & Pyzik, Stanley W. The ciliospinal reflex in injuries of the cervical spinal cord in man; the pathway for pupillary dilatation in man.** *A.M.A. Arch. Neurol. Psychiat.*, 1953, **69**, 639–640.—Abstract and discussion.

1975. **Bernhaut, M., Gellhorn, E., & Rasmussen, A. T.** (U. Minnesota, Minneapolis.) **Experimental contributions to problem of consciousness.** *J. Neurophysiol.*, 1953, **16**, 21–35.—The effect of various stimuli was studied on the intact, anesthetized cat and monkey. Pain, proprioception, auditory and optic stimulation showed decreasing potency in arousal, as determined by the degree, extent and duration of the electrocortical changes. Hypothalamic activation usually occurred simultaneously with generalized cortical effects, whereas, no or limited changes were associated with specific cortical responses. This suggests that in the normal state the hypothalamus is responsible for arousal reaction or generalized cortical response, apparently mediated through the reticular activating system of the thalamus. 46 references.—(C. E. Henry).

1976. **Bishop, George H., & Clare, Margaret H.** (Washington U. Sch. Med., St. Louis, Mo.) **Responses of cortex to direct electrical stimuli applied at different depths.** *J. Neurophysiol.*, 1953, **16**, 1–19.—Using tripolar microelectrodes the response of cat optic and parietal cortex was studied during direct and indirect stimulation. Surface cortical stimulation elicited only a simple negative wave; successively deeper stimulation gradually approximated the type of response seen from optic nerve shock. Normally, conduction is upwards through successive structures, these being simultaneously activated by surface cortical stimulation. The several components of the cortical response are assigned to known cortical structures. The strychnine spike indicates conducted response in the apical dendrite.—(C. E. Henry).

1977. **Camera, Antonio.** (Modena U., Italy.) **Elettroshock e fenomeni anafilattici: fenomeno di Smith e di Arthus.** (Electroshock and anaphylactic phenomena: phenomenon of Smith and Arthus.) *Arch. Psicol. Neurol. Psichiat.*, 1953, **14**, 404–410.—Experimental researches with guinea pigs and rabbits, on anaphylactic phenomena (Smith and Arthus) as related to electroshock are reported. Various anatomic-physiological conditions are analyzed in detail. The results show (1) Smith and Arthus phenomena in all experimental animals, (2) moderate electroshock treatment brings a certain inhibition of these phenomena, (3) a prolonged electroshock treatment results in "a quasi constant blockage" of these phenomena. An explanatory analysis concludes the report.—(A. Manoil).

1978. **Eccles, John Carew. The neurophysiological basis of the mind; the principles of neurophysiology.** New York: Oxford University Press, 1953. viii, 314 p. $6.50.—This book covers the field of neurophysiology and the current methods of investigation. The material is organized under the following chapter headings: The ionic hypothesis and the resting membrane; The ionic hypothesis and the active membrane; Transmission across peripheral junctional regions; The electrophysiology of the neurone and synaptic transmission in the central nervous system; Central inhibition, co-ordination of reflexes, and transmission of information; Prolonged functional changes (plasticity) in the nervous system; The cerebral cortex; and The mind-brain problem. 20-page bibliography.—(M. J. Wayner, Jr.).

1979. **Eldred, Earl, & Trowbridge, William V.** (U. California, Los Angeles.) **Neurological and EEG findings in the monkey after total body X-irradiation.** *EEG clin. Neurophysiol.*, 1953, **5**, 259–270.—Serial neurological and EEG examinations were made in 27 monkeys subjected to lethal and near-lethal doses of total body X-irradiation. "With the onset of symptoms of radiation sickness, behavioral alterations consisting of anorexia, listlessness and hypokinesia appeared and, in severely ill animals, progressed to prostration and coma before death." EEG changes after irradiation were minimal or absent, except in "pre-terminal stages, when the animal was severely ill, the EEG was greatly altered and consisted of high voltage, slow waves which gave way to an almost iso-electric tracing before death."—(R. J. Ellingson).

1980. **French, J. D., Verzeano, M., & Magoun, H. W. An extralemniscal sensory system in the brain.** *A.M.A. Arch. Neurol. Psychiat.*, 1953, **69**, 505–518.—By means of the cathode-ray oscilloscope and using 12 monkeys as subjects the attributes of afferent conduction in the medial and lateral corticipetal systems of the brain stem and cortex were studied. The medial system showed slower conduction, a wide distribution to cortical areas by way of the diffuse thalamic projection system. Upon peripheral stimulation both systems conducted a volley of impulses to the cortex. It is concluded that the lateral, or classic, system subserves perception and the discriminative sensory functions whereas the medial functions in arousing alertness, conscious awareness.—(L. A. Pennington).

1981. **French, J. D., Verzeano, M., & Magoun, H. W. A neural basis of the anesthetic state.** *A.M.A. Arch. Neurol. Psychiat.*, 1953, **69**, 519–529.—By recourse to 10 monkeys as subjects the effect of anaesthesia on potentials within the medial and lateral pathways in the brain stem and cortex were studied. Results indicated that ether and pentobarbital sodium blocked only the medial system. It is concluded that "the evidence suggests the central-brain-stem system has a multisynaptic interneuronal organization, making it more susceptible to anesthetic blockade than the paucisynaptic lateral pathways... depression of activity in these areas participates to a considerable degree in production of the anesthetic state."—(L. A. Pennington).

1982. **Fulton, John F.** (Yale U., New Haven, Conn.) **Somatic functions of the central nervous system.** *Annu. Rev. Physiol.*, 1953, **15**, 305–328.—The survey of the literature was concluded in September, 1952. Divided into the following sections: Somatic functions of the limbic system and related subcortical structures; Somatic functions of the neocortex and related subcortical structures. 133-item bibliography.—(M. J. Wayner, Jr.).

1983. **Galambos, Robert.** (Harvard U., Cambridge, Mass.) **Microelectrode studies on medial geniculate body of cat. III. Response to pure tones.** *J. Neuro-*

physiol., 1952, **15**, 381–400.—Although pure tones are not as effective as clicks, the early response—when present—closely resembles that elicited by click. Occasional off responses were noted. Attenuation of tone was associated with reduced amplitude and rate of response as well as increased latency. The initially broad band of effective tone increased further with intensity. The response to clicks was suppressed when presented simultaneously with tone to the same ear, thus indicating neural interaction below the medial geniculate. Tones below 2000 cps were generally more effective in suppression, with failure occurring on slight frequency shift. 20 references.—(C. E. Henry).

1984. **Galambos, Robert; Rose, Jerzy E., Bromiley, Reg. B., & Hughes, John R.** (Harvard U., Cambridge, Mass.) **Microelectrode studies on medial geniculate body of cat. II. Response to clicks.** *J. Neurophysiol.*, 1952, **15**, 359–380.—This response consists of a slow wave (apparently presynaptic) followed by spikes that indicate synaptic events; there is a temporal dispersal by a factor of 10. Individual units have a relatively fixed latency, but different units range from 7–125 msec. There is also considerable variability in latency, percent of responses and number of discharges evoked by successive identical clicks. Exceptions were noted to the general rule of shorter latencies to more intense stimuli. Spontaneous activity, as well as cyclical activity persisting for a full second following single clicks, was noted; intact auditory cortex was not required. For a given electrode position, there was some bias in favor of the contralateral ear. 30 references.—(C. E. Henry).

1985. **Graham, Bernard F.** (Allan Memorial Inst., Montreal, Que., Can.) **Neuroendocrine components in the physiological response to stress.** *Ann. N. Y. Acad. Sci.*, 1953, **56**, 184–199.—Several experiments are described which support the main thesis regarding the role of the nervous system in regulating the release of ACTH. The main ideas are: (1) the rate of release of ACTH depends on several mechanisms, some slower acting and some acting faster; (2) in rapid release of ACTH, the integrity of the sympathetic nervous system is indispensable and circulating epinephrine may be essential; (3) in prolonged release, the titre of adrenosteroids in the blood is important; and (4) the release of ACTH at normal maintenance levels or after certain stresses depends on the hypothalamus and the specialized vascular connection between the median eminence and the anterior pituitary.—(S. Ross).

1986. **Harlow, Harry F.** (U. Wisconsin, Madison.) **Higher functions of the nervous system.** *Annu. Rev. Physiol.*, 1953, **15**, 493–514.—The survey of the literature cited was completed in July 1, 1952. Summarized under the following headings: Posterior association area syndrome; and Cortical localization, mass action, and equipotentiality. 53-item bibliography.—(M. J. Wayner, Jr.).

1987. **Hodes, Robert.** (Tulane U., New Orleans, La.) **The innervation of skeletal muscle.** *Annu. Rev. Physiol.*, 1953, **15**, 139–164.—This review is limited to a discussion of recent advances in studies of the nervous supply of skeletal muscle. It is divided into the following sections: A short list of some recent symposia; Muscle afferents; Muscle efferents; Small nerve systems; and Electromyogram. 167-item bibliography.—(M. J. Wayner, Jr.).

1988. **Jefferson, Geoffrey.** (Manchester Royal Infirmary, Eng.) **The prodromes to cortical localization.** *J. Neurol. Neurosurg. Psychiat.*, 1953, **16**, 59–72.—In this Godlee lecture delivered at University College, the author traces the history of cerebral localization from Herbert Mayo in 1827 to the present. The early anatomical and physiological studies are considered in some detail and the importance of Rickman Godlee is pointed out. 78-item bibliography.—(M. L. Simmel).

1989. **Johnson, Donald Arthur. Factors affecting cortical and subcortical responses to photic stimulation in the cat.** *Dissertation Abstr.*, 1953, **13**, 251.—Abstract of Ph.D. thesis, 1952, U. Minnesota. Microfilm of complete manuscript, 68 p., $1.00, University Microfilms, Ann Arbor, Mich., Publ. No. 4860.

1990. **Kaada, Birger R.** (U. Oslo, Norway). **Electrical activity of the brain.** *Annu. Rev. Physiol.*, 1953, **15**, 39–62.—This review covers the period from July 1950 through 1952 and is organized under the following topics: Normal spontaneous activity of the brain; The diffuse thalamic projection system; The brain stem activating system; EEG and sleep; Temporal and basal regions; Cortical excitability changes; Physiological neuronography; and Cortical responses evoked by afferent impulses. 265-item bibliography.—(M. J. Wayner, Jr.).

1991. **Kalinowsky, Lothar B.** (New York Psychiatric Institute, N. Y.) **Cerebral localization and the contributions of psychosurgery and shock therapy.** *A.M.A. Arch. Neurol. Psychiat.*, 1953, **69**, 582–586.—It is hypothesized that the difference in clinical effects between psychosurgery and shock therapy may rest upon the different areas affected (frontal lobes versus the diencephalon). The quantity of destroyed pathways (in psychosurgery) determines the intensity of the mental changes, rather than the area of the lobe involved. These approaches have "thus far taught us little about the localization of psychopathological manifestations."—(L. A. Pennington).

1992. **Kuntz, Albert. The autonomic nervous system.** (4th ed.) Philadelphia, Pa.: Lea & Febiger, 1953. 605 p. $10.00.—This revised and in part rewritten text (see **20**: 377) includes many new findings obtained in the experimental and clinical studies made in anatomy, histology, physiology and clinical medicine. New illustrations have been added and several older ones replaced. 48-page bibliography.—(M. J. Wayner, Jr.).

1993. **Larrabee, Martin G., & Edwards, Charles.** (Johns Hopkins U., Baltimore, Md.) **Excitation and conduction in the nervous system.** *Annu. Rev. Physiol.*, 1953, **15**, 283–304.—The survey of the literature covered approximately 1 year ending July, 1952. Organized under the following headings: The role of ions in conduction of impulses; Other aspects of excitation and conduction in nerve fibers; Neuromuscular transmission in skeletal muscle; Transynaptic excitation; and Morphology of nerve cells. 183-item bibliography.—(M. J. Wayner, Jr.).

1994. **Lindsley, Donald B.** (U. California, Los Angeles.) **Effect of photic stimulation in visual pathways from retina to cortex.** *Science*, 1953, **117**, 469.—Abstract.

1995. **Linn, Louis.** (Mt. Sinai Hosp., New York.) **Psychological implications of the "activating system."** *Amer. J. Psychiat.*, 1953, **110**, 61–65.—"Recent advances in neurophysiology relating to the so-

called "activating system" have been summarized. Tentative correlations have been suggested concerning the properties of this system and certain psychological phenomena associated, primarily, with the mechanisms of defense."—(N. H. Pronko).

1996. **Lloyd, David P. C.** (Rockefeller Inst. Med. Res., New York.) **Influence of asphyxia upon the responses of spinal motoneurons.** *J. gen. Physiol.*, 1953, **36**, 673–702.—After a one-minute lag asphyxiation changes appear, consisting of central depolarization, severe loss of somatic after-potential which allows dendrites to carry two volleys in rapid succession. Changes reach completion in 30 secs. whereupon there is a period of convulsive activity with slowly developing conduction block.—(S. S. Marzolf).

1997. **Lombroso, Cesare, & Merlis, Jerome K. Effect of motor cortex ablations on reflex myoclonus in the monkey.** *Proc. Soc. exp. Biol., N. Y.*, 1953, **82**, 591–593.—Using 5 mature rhesus monkeys as subjects it is reported that ablation, in whole or in part, resulted in complete or partial failure of the "affected extremities to participate in the myoclonic response to acoustic stimulation." This is an extension of earlier studies, with similar results, on the cat.—(L. A. Pennington).

1998. **McDonald, Joseph V.** (Vanderbilt U., Sch. Med., Nashville, Tenn.) **Responses following electrical stimulation of anterior lobe of cerebellum in cat.** *J. Neurophysiol.*, 1953, **16**, 69–84.—Threshold stimulation of the unanesthetized cat revealed a regular somatotopic localization of (primarily) ipsilateral muscle activity, often followed by rebound. Prolonged cerebellar "seizures" were seen in over half the animals; sensory responses were rare. 31 references.—(C. E. Henry).

1999. **Mahl, George F.** (Yale Univ. Med. Sch., New Haven, Conn.) **Physiological changes during chronic fear.** *Ann. N. Y. Acad. Sci.*, 1953, **56**, 240–252.—This paper reviews a series of studies dealing with HCl secretion during chronic fear and other autonomic functions in dogs, monkeys and humans. Sustained fear is accompanied by increased HCl secretion in these species. Results are presented dealing with the effects of pain, conditioned fear stimulation, anxiety, etc. A simple extension of Cannon's emergency theory to sustained emotions is not held to be valid. "The shift from sympathetic-adrenalin to vago-insulin control and hyperactivity of the hypothalamic pituitary-adrenal cortex system during sustained stress appears to be the most fruitful orientation.—(S. Ross).

2000. **Minz, Bruno; Remond, Antoine G., & McCulloch, W. S.** (U. Illinois Coll. Med., Chicago.) **Local effects of epinephrine on the cerebral cortex.** *Proc. Soc. exp. Biol., N. Y.*, 1953, **83**, 306–308.—By placement of small piece of filter-paper soaked in epinephrine solution on 1 cortical arm area of the monkey and by electrode recording system, it was found that the solution stimulated "neuronal aggregates in the cortex." This local effect was marked by an "increase in duration and intensity of the period of over-excitation subsequent to a stimulus eliciting movement."—(L. A. Pennington).

2001. **Monnier, Marcel. Retinal, cortical and motor responses to photic stimulation in man. Retino-cortical time and opto-motor integration time.** *J. Neurophysiol.*, 1953, **15**, 469–486.—This gives the technique for detecting in the EEG of man (or better, child) the response to photic stimulation. The deflections are best recorded from vertically placed leads near the inion, the first of which is positive and occurs in 35 msec., being related to the *b* wave of the ERG. Of this, 30 msec. is retinal time and 5 msec. is retino-cortical time. Blocking time is much longer (210 msec.) being a function of stimulus intensity and the state of the subject. Further calculations yield a cortical opto-motor integration time of 75 msec., which "value corresponds to the duration of integrative mental processes in the great associative net of the cerebral cortex."—(C. E. Henry).

2002. **Monnier, Marcel, & von Berger, G. P. Analyse des ripostes électriques du centre visuel cortical à la stimulation lumineuse chez l'homme.** (Analysis of the electrical response of the visual cortical center to light stimulation in man.) *Ophthalmologica*, 1953, **126**, 15–34.—The response of the occipital cortex to light stimulation of the retina occurs in a well determined topographic order. It is characterized by a change in potential, which is indicated by the letters b, c, d, and e. Only the b-curve can be regarded as the specific primary response of the visual centre. It begins 5 msec. after the start of the b-reaction in the electro-retinogram (retino-cortical time). The measurement of the retino-cortical time can be useful in the diagnosis of lesions of the cortical visual centre and disorders of the visual perception.—(S. Renshaw).

2003. **Ostow, Mortimer. Fluctuations of temporal lobe electroencephalographic abnormality during psychic function.** *Amer. J. Psychiat.*, 1953, **110**, 55–60.—"By taking advantage of a disturbance of the temporal lobe it has been shown that, in one subject at least, there is a moment-to-moment correlation between the affective significance of thoughts and electroencephalographic activity."—(N. H. Pronko).

2004. **Pollock, George H., & Wang, Richard I. H.** (U. Illinois Coll. Med., Chicago.) **Synergistic actions of carbon dioxide with DDT in the central nervous system.** *Science*, 1953, **117**, 596–597.—"The oral ingestion of DDT causes gross symptoms of cerebellar involvement. This is also seen when electroencephalographic recordings of cerebral and cerebellar activity are made. Shortly after the introduction or removal of 30% CO_2–70% O_2, definite electrical seizures are seen in the cerebellum exclusively or initially, and later appear in the cerebral leads. This potentiating effect of CO_2 with DDT appears in contrast to the antagonistic actions of CO_2 on seizures induced electrically or with Metrazole." The manner in which the 32 normal cats used in the experiment were prepared for acute electroencephalographic recording, details of procedure, and sample EEG records are presented.—(B. R. Fisher).

2005. **Raskin, Naomi.** (Boston (Mass.) State Hosp.) **Strassman, George, & Van Winkle, Charlotte C. Neuropathologic lesions following lobotomy; a study of fifteen cases of bilateral prefrontal lobotomy.** *Amer. J. Psychiat.*, 1953, **109**, 808–816.—A study of the brain changes following lobotomy and the influence of infection, toxins, systematic diseases, etc., on the course of healing of the wound. The findings in the cases of long and short survival are compared and evaluated.—(F. W. Snyder).

2006. **Reifenberg, Ernst. Zur Frage der Bahnung der bedingten Reflexe.** (To the question of channelization of the conditioned reflex.) *Psychiat. Neurol. med. Psychol., Leipzig*, 1953, **5**, 201–210.—The pos-

sible neuro-anatomic relations and the multiple physiologic factors forming the connection between Pavlov's analysator and effector are described. The regularity of channelization makes therapeutic intervention possible in disease. Russian summary.—(C. T. Bever).

2007. **Rose, Jerzy E., & Galambos, Robert.** (Johns Hopkins U., Baltimore, Md.) **Microelectrode studies on medial geniculate body of cat. I. Thalamic region activated by click stimuli.** *J. Neurophysiol.*, 1952, **15**, 343–357.—"The early activity in the medial geniculate body that follows the delivery of supramaximal click stimuli was studied in 13 cats with a microelectrode technique. Evidence is presented that complex response patterns defined as nuclear responses are recordable from the principal division of the medial geniculate body, and from this division only. The data suggest that a positive deflection with a 6-msec. latent period reflects presynaptic activity. This deflection alone remains recordable in the principal division when its cells are destroyed by anoxemia or have degenerated following removal of the auditory region."—(C. E. Henry).

2008. **Rudin, Donald O., & Eisenman, George.** (Harvard Med. Sch., Boston, Mass.) **After-potential of spinal axons in vivo.** *J. gen. Physiol.*, 1953, **36**, 643–657.—The recovery sequence intrinsic to dorsal column fibers, after refractoriness is over, is characterized by supernormality approximately four to five times greater than that seen in peripheral nerve. It is not followed by subnormality unless conditioning is repeated more than three times at frequencies greater than 100/sec.—(S. S. Marzolf).

2009. **Starzl, T. E., & Whitlock, D. G. Diffuse thalamic projection system in monkey.** *J. Neurophysiol.*, 1952, **15**, 449–468.—This study extends previous work on this important system to the monkey for more apt comparison with man. The sites of origin are similar (medial thalamic nuclei) with the cephalic end being more excitable, although it acts as a functional unit. Recruiting responses spread by intrathalamic connections to association nuclei of the thalamus which serve as the final relay for corticopetal recruiting responses. The cortical projection in monkey is more strongly to frontal association cortex. 39 references.—(C. E. Henry).

2010. **Stein, S. N., & Sonnenschein, R. R.** (U. Illinois, Chicago.) **Some relationships between intracranial pressure and EEG frequency.** *Proc. Soc. exp. Biol., N. Y.*, 1953, **82**, 509–511.—The EEG frequency was found to vary, in the curarized, unanesthetized cat, inversely with the intracranial pressure. Under conditions of experimentally induced seizures the pressure varied directly with EEG frequency.—(L. A. Pennington).

2011. **Strominger, Jack L.** (Natl. Insts. Health, Bethesda 14, Md.), **& Brobeck, John R. A mechanism of regulation of food intake.** *Yale J. Biol. Med.*, 1953, **25**, 383–390.—The amount of locomotion and searching and the state of the feeding reflexes are influenced by stimuli from the gut, as well as factors acting upon other parts of the body, including the central nervous system. The state of temperature regulation, operating through the specific dynamic action of food and by way of environmental temperature, appears to be an important factor, and may be mediated by hypothalamic mechanisms.—(W. A. Wilson, Jr.).

2012. **van Harreveld, A., & Stamm, J. S. Vascular concomitants of spreading cortical depression.** *J. Neurophysiol.*, 1952, **15**, 487–496.—These experiments with rabbits showed a wave of vasoconstriction, a negative slow potential shift and decreased cortical oxygen tension to precede (by 10–40 secs.) the wave of spreading depression. It is suggested that the latter is therefore an asphyxial phenomenon.—(C. E. Henry).

2013. **Walsh, E. G.** (U. Edinburgh, Scotland.) **Visual attention and the α-rhythm.** *J. Physiol.*, 1953, **120**, 155–159.—EEG recordings were made of the α-rhythms of human subjects under two sets of conditions. In the first the subjects were required to recognize patterns of illuminated dots presented tachistoscopically. In the second series the subjects were required to count "clicks" or flashes of light as they were presented. The results were analysed to discover (1) if tachistoscopic recognition depends upon the amplitude of the α-rhythm, and (2) if the amplitude of the α-rhythm differs between states of auditory versus visual "attention." None of the tested hypotheses were supported.—(B. A. Maher).

2014. **Walter, W. Grey. The living brain.** New York: W. W. Norton, 1953. 311 p. $3.95.—A book written for the general public. It includes a history of the evolution of the brain and the development of the electroencephalograph. Recent advancements on the mechanics of the brain are discussed. Various electrical toys built to illustrate the author's theories are described.—(M. J. Wayner, Jr.).

2015. **Wang, S. C.** (Columbia U., New York.) **Visceral functions of the nervous system.** *Annu. Rev. Physiol.*, 1953, **15**, 329–356.—Concluded in June, 1952, the survey of the literature is organized under the following topics: Cerebral cortex; Diencephalon; Brain stem; Spinal cord and peripheral visceral afferents; Peripheral visceral efferent system—craniosacral outflow; and Peripheral visceral efferent system—thoraco-lumbar outflow. 200-item bibliography.—(M. J. Wayner, Jr.).

2016. **Zhabotinskii, Iu. M. I Vsesoiuznoe soveshchanie po neiromorfologii.** (First All-Union Conference on Neuromorphology.) *Fiziol. Zh. SSSR*, 1952, **38**(6), 778–785.—The conference reviewed the progress toward putting neuromorphology on Pavlovian foundations and "pointed out the perspectives for its further development along the paths of Pavlovian nervism." Michurinian biology and Stalin's works on linguistics as well as Pavlovian physiology were declared basic for a "materialist, progressive" neuromorphology.—(I. D. London).

(See also abstracts 1799, 1815, 2027, 2046, 2214)

RECEPTIVE AND PERCEPTUAL PROCESSES

2017. **Armington, John C.** (Walter Reed Army Med. Center, Washington, D. C.) **A note concerning the VEG scale of apparent weight.** *Amer. J. Psychol.*, 1953, **66**, 304–306.—"... examination of the derivation of the formula for the *veg* scale revealed an apparent mathematical error which acts to limit its general applicability. The purpose of this note is to point out the difficulty and to suggest a possible solution."—(J. A. Stern).

2018. **Baumgardt, Ernest. Les sensations chez l'animal.** (Sensations of the animal.) Paris: Presses Universitaires de France, 1953. 126 p. 150 fr. —After a few words on the nature of the physical world and the research methods applicable to the study of the animal's sensations, it is shown by means of various examples how evolution accounts for more and more finely adapted reactions to sensory stimuli. This comparative study deals with every sense modality, from those with definite receptors like audition and vision to more vaguely localized ones like pain and pleasure. In order to conclude with an example of integration of these various sensory activities, the author discusses orientation from a distance (return to the nest and migratory behavior) in different species.—(D. Bélanger).

2019. **Bradley, Ralph Allan.** (Virginia Agri. Exp. Sta., Blacksburg.) **Some statistical methods in taste testing and quality evaluation.** *Biometrics*, 1953, **9**, 22–35.—Taste panels for the detection of differences; taste panels for quality control; taste panels for consumer preference; taste panels for quality evaluation; the selection of a taste panel; Wald's sequential analysis applied; problems of scaling and scoring; experimental designs; ranking techniques; and paired comparisons are discussed. 85 references.—(G. C. Carter).

2020. **Brown, Donald R.** (Bryn Mawr Coll., Pa.) **Stimulus-similarity and the anchoring of subjective scales.** *Amer. J. Psychol.*, 1953, **66**, 199–214. —3 variables affecting weight judgments were investigated. These were, relation of similarity of the anchor to the series of weights, judging the weight of the anchor as part of the weight series, and the effect of the weight of the anchor on weight judgments. "It was hypothesized that the degree of shift in the subjective scale of the judgment would be a function of the three experimental variables and would go from greatest shift to least shift in this order: weight-anchors furthest removed from the series judged, weight-anchors furthest from the series not judged, tray anchor furthest from the series judged, and no effect with tray-anchors not judged." All predictions were confirmed. Results are interpreted to illustrate the need for response derived definitions of psychologically real stimuli.—(J. A. Stem).

2021. **Bujas, Zoran. L'adaptation gustative et son mécanisme.** (Gustatory adaptation and its mechanism.) *Acta Inst. psychol. Univ. Zagreb*, 1953, No. 17, 10 p.—When a salt solution first flows over a limited tongue area the subject experiences only a salty taste, later changing to bitter. Then the salt taste disappears, later the bitter. The time required for complete disappearance of the bitter taste differs significantly from the total adaptation time to a purely bitter solution of the same concentration.—(G. Rubin-Rabson).

2022. **Clark, Brant, & Graybiel, Ashton. Illusory perception of rotation following constant turns in a link trainer.** *U. S. Naval Sch. Aviat. Med. Res. Rep.*, 1952, Proj. No. NM 001 059.01.31. 7 p.—Illusory perception of rotation was studied in a modified Link Trainer using 31 flight students as subjects. The duration of the illusory effects following rotation increased sharply as the period of constant rotation increased up to 30 seconds and thereafter increased slowly to two minutes.

2023. **Cox, Gerald J., & Nathans, Jessica Witteman.** (U. Pittsburgh, Pa.) **Subthreshold taste of dilute salt solutions with special reference to sodium fluoride.** *J. appl. Physiol.*, 1953, **5**, 395–398.—Recognition of the presence of NaF in distilled water by 187 tasters was by a mechanism designated as the "ionic effect," subthreshold to the normal salt taste. There was no fatigue by excessive tasting of the ionic effect. The minimum concentration recognized by the most unsuccessful taster was 2.4 ppm. F, or 0.13 M. More errors were made on equivalent concn. of K salts suggesting that the effect was that of Na ion in NaF.—(Courtesy of *Biol. Abstr.*)

2024. **Fink, Max, & Bender, Morris B.** (New York U. Coll. Med.) **Perception of simultaneous tactile stimuli in normal children.** *Neurology*, 1953, **3**, 27–34.—By the age of 8 years, 80% of normal children are able to correctly identify and localize such asymmetric stimuli. Earlier, errors involve extinction and displacement, with facial dominance, and constitute a normal response in younger children. These errors re-appear in adults suffering mental changes as a result of cerebral damage.—(C. E. Henry).

2025. **Fisk, G. W., & Mitchell, A. M. J. ESP experiments with clock cards—a correction.** *J. Soc. psych. Res., Lond.*, 1953, **37**, 95.—A correction is given of Chi Squares for an article published in the January-February issue of the journal (see **27**: 6319), which includes tables 2 and 4 and Appendix 3. However, these amendments do not invalidate the conclusions of the paper.—(O. I. Jacobsen).

2026. **Fleishman, Edwin A.** (Lackland AFB, San Antonio, Tex.) **The perception of body position—effect of speed, magnitude, and direction of displacement on accuracy of adjustment to an upright position.** *USAF Hum. Resour. Res. Cent. Res. Bull.*, 1953, No. 53–1, v, 17 p.—Airmen were blindfolded and strapped in a chair which could be tilted to either side through an arc of 25°, the speed and amount of displacement being varied by the experimenter. The subjects were required to adjust the chair to an upright position by pressing buttons on the armrests. The average error in returning the chair to an upright position was proportional to the degree of tilt and inversely proportional to the speed of tilt. Tilt to the right resulted in greater errors than did tilt to the left.—(A. Chapanis).

2027. **Hagen, E., Knoche, H., Sinclair, D. C., & Weddell, G.** (U. Oxford, Eng.) **The role of specialized nerve terminals in cutaneous sensibility.** *Proc. roy. Soc., Ser. B.*, 1953, **141**, 279–287. —The results of sensory stimulation of the human lip and finger pad were compared with underlying neuroanatomy to see if types of nerve terminals could be associated with modalities of sensation. "Quality" and threshold values of sensory perception were found to be similar whether "free" or "organized" nerve endings were stimulated. Perception of heat, cold and pressure was examined. —(B. A. Maher).

2028. **Hopkins, J. W.** (National Research Council, Ottawa, Can.) **Laboratory flavor scoring: two experiments in incomplete blocks.** *Biometrics*, 1953, **9**, 1–21.—Bitterness and saltiness of 9 test beverages comprising all combinations of 3 levels of two factors were scored on intensity scales by two groups of 24 unselected and untrained subjects.

Group average scores (interpretable as estimates of corresponding population means) were sensibly linearly related to dosage of flavor additives. Differentiation between intensities of bitterness was slightly reduced at the highest level of saltiness. —(G. C. Carter).

2029. **Jones, Nowell F., & Jones, Margaret Hubbard.** (U. California, Los Angeles.) **Modern theories of olfaction: a critical review.** *J. Psychol.*, 1953, **36**, 207–241.—This is a review, prior to planned experimentation on the subject, of modern theories of olfaction. Most psychologists, say the authors, have considered this sense very little since Zwaardemaker and Henning. Theories are divided into 7 categories: radiation and vibration, mechanical, stimulus-pattern, chemical, steric, phase-boundary, and enzyme. Each in turn is reviewed and evaluated pro and con. They conclude that present knowledge is so fragmentary that no choice of theory can be made, and no theory is more than plausible. Three main problems come up: locus of action; nature of interaction between odor and receptor; and that of quality, bases of differing odor qualities. 138 references.—(R. W. Husband).

2030. **Kasatkin, N. I. Uslovnye refleksy i khronaksiia kozhi detei.** (Conditioned reflexes and dermal chronaxie in children.) *Fiziol. Zh. SSSR*, 1952, **38** (4), 434–443.—The basic characteristics of sensory dermal chronaxie in children are already quite close to those of the adult during the first half year, the first 2 months excepted. In several children values, typical of adults, are attained by the 3rd and 4th months. During the second half year adult values are attained.—(I. D. London).

2031. **Landau, William, & Bishop, George H.** (Washington U., St. Louis, Mo.) **Pain from dermal, periosteal, and fascial endings and from inflammation; electrophysiological study employing differential nerve blocks.** *A.M.A. Arch. Neurol. Psychiat.*, 1953, **69**, 490–504.—By electrical and mechanical stimulations applied to various endings in the skin and in subdermal tissues the human subjects described in detail their sensations characterized as painful. The results gave support to the 2 classes of nerve fibers posited by Head and others.—(L. A. Pennington).

2032. **Larina, N. I. [The role of olfactory and visual receptors in rodents.]** *Zool. Zh.*, 1952, **31** (3), 419–421.—(In Russian).

2033. **Lazarus, Richard S., Yousem, Herbert, & Arenberg, David.** (Johns Hopkins U., Baltimore, Md.) **Hunger and perception.** *J. Pers.*, 1953, **21**, 312–328.—Previous experiments on the influence of hunger on perception are inadequate because no consideration was given to the ambiguity of stimulus and the inaccuracy of perception. Experiments in the present study were considered an improvement in this respect. Photographs of food and nonfood objects were presented tachistoscopically with food deprivation of S systematically varied. It is concluded that recognition thresholds are a function of hunger need, this need operating in terms of the eating cycle of S.—(M. O. Wilson).

2034. **Mason, David D., & Koch, E. James. Some problems in the design and statistical analysis of taste tests.** *Biometrics*, 1953, **9**, 39–46.—The problem of taste test experiments is approached with the same plan of attack used in planning and executing other experiments with biological material. In general, if the objectives are carefully prepared, and other phases of the experiment properly executed, the experimental design and statistical analysis offer problems that appear to vary in complexity, rather than in nature, from problems with other experimental material.—(G. C. Carter).

2035. **Mitchell, A. M. J. Home testing ESP experiments.** *J. Soc. psych. Res., Lond.*, 1953, **37**, 155–164.—The writer had helped to conduct an S. P. R. Home-Testing experiment with 9 subjects under GESP condition, and this report is on one Agent and Percipient where outstanding results were obtained. There were 9 sessions of 100 trials per sessions, using the 5 ESP cards. In such sessions chance results would be 20 right out of each 100 trials. The first session resulted in 76 right out of the 100 trials. Other sessions were only chance or under, but the average of the total 9 sessions was well above average.—(O. I. Jacobsen).

2036. **Nyssen, R., and Hozay, J. Essais d'explication de l'erreur caracteristique dans un mode de délimitation des regions cutanées.** (Attempts to explain the characteristic error in a method of outlining cutaneous areas.) *Acta psychol.*, 1953, **9**, 122–145.—For 720 normal adult subjects, determining and auxiliary factors of an anticipation phenomenon are presented. Among the former are tendencies toward a mode of localization, the influence of guide marks, the mode of representation of bodily dimensions, the time factor, estimation of length of movement of the tactile stimulus; among the latter, the nature, moving speed and length of course of the stimulus, the degrees of schematization of the line to be localized.—(G. Rubin-Rabson).

2037. **Pfaffmann, Carl.** (Brown U., Providence, R. I.) **Species differences in taste sensitivity.** *Science*, 1953, **117**, 470.—Abstract.

2038. **Piéron, H. Les sensations internes.** (The internal senses.) *Scientia*, 1953, **88** (490), 58–64. —"The interoceptive system can only reflect sensations arising from the reflex mechanisms of the vegetative life and does not suffice to assure organic regularity and homeostasis. The wisdom of the body is to be found in the adaptive resources of intelligence which regulates behavior." The author describes in some detail the various internal needs and functions of the body.—(N. De Palma).

2039. **Rey, André, & Perrot, Lise. Note sur l'évolution des sensations gustatives.** (Note on the evolution of gustatory sensations.) *Arch. Psychol., Genève*, 1953, **34**, 67–71.—A solution of salt and sugar in water was sipped by some children and adults to analyse the taste. Development was shown in the ability to identify the two flavors combined in the liquid. 90% of the five-year-olds were unable to identify either the sugar or the salt. This inability decreased with age, reaching 6% in adults. Questions relating to the development of taste analysis are discussed. German and English summaries.—(G. E. Bird).

2040. **Secord, Paul F., Bevan, William, Jr., & Dukes, W. F.** (Emory U., Ga.) **Occupational and physiognomic stereotypes in the perception of photographs.** *J. soc. Psychol.*, 1953, **37**, 261–270. —"The hypothesis that occupational labels differentially influence the perception of the facial

characteristics of photographs was tested by presenting six photographs with six occupational labels in different combinations to various groups of subjects and having them fill out a rating scale of personality traits for each labelled photograph. Substantial evidence of the existence of occupational stereotypes and physiognomic stereotypes was obtained...."—(J. C. Franklin).

2041. **Senders, Virginia L.** (Antioch Coll., Yellow Springs, O.) **Further analysis of response sequences in the setting of a psychophysical experiment.** *Amer. J. Psychol.*, 1953, **66**, 215–228.—The effects of several experimental conditions on response patterns were investigated. These experimental conditions involved length of series, 100, 200, and 300 judgments and predicted ratios of simultaneity to nonsimultaneity. Patterning showed up clearly in the distributions of autocorrelations, less clearly in the uncertainty functions. The number of significant autocorrelations seemed to increase with the length of the response series.—(J. A. Stern).

2042. **Sheppard, D., & Scott Blair, G. W. Subjective assessments of firmness.** *Quart. J. exp. Psychol.*, 1952, **4**, 101–108.—A series of experiments are reported extending former work on subjective judgments of the firmness of rubber cylinders to steel springs. It was found that discrimination of differences in firmness was much more accurate for rubber cylinders than for steel springs although the placing of rubber caps on the springs tended to reduce the sensitivity difference. Judgments based on either simultaneous or successive squeezing showed few differences except between subjects. With either method, two squeezings appeared to be better than one or three. Finally, varying the lengths of the cylinders lowered the discrimination level. The effects of temperature of the samples, methods of handling the cylinder, and handedness are discussed. Some implications for future research are mentioned.—(F. A. Muckler).

2043. **Smolić, Nada. Influence of nausea on the olfactory sensitivity.** *Acta Inst. psychol. Univ. Zagreb.*, 1953, No. 19, 6 p.—With nausea, olfactory sensitivity increases, a defensive reaction serving to maintain internal homeostasis.—(G. Rubin-Rabson).

2044. **Soal, S. G. Some aspects of extrasensory perception.** *Proc. Soc. psych. Res., Lond.*, 1951, **49**, 131–153.—Current problems of the field are reviewed, including scientific acceptance, nature of the phenomena, and interpretative and philosophical aspects. Reluctance of some scientists to accept the phenomena of extrasensory perception stems in part from misconceptions as to the scope of physical laws and from misinformation as to the strength of the evidence for paranormal effects. Such reluctance should be lessened by more researches designed to study the nature of the phenomena rather than to demonstrate repeatedly their mere existence. The need for fruitful working hypotheses to guide research is illustrated with specific research problems.—(B. M. Humphrey).

2045. **Zotterman, Yngve.** (Veterinärhögskolan, Stockholm, Sweden.) **Special senses: thermal receptors.** *Annu. Rev. Physiol.*, 1953, **15**, 357–372.—The survey of the literature was concluded in June, 1952. Summarized under the following headings: The discharge of cold receptors at constant temperatures; The response of cold receptors to temperature changes; Warm receptors; Paradoxical sensations; The action of menthol; Theories of thermosensation; and Central thermosensitive structures. 66-item bibliography.—(M. J. Wayner, Jr.).

2046. **Zubek, John P.** (McGill U., Montreal, Que., Can.) **Studies in somesthesis. II. Role of somatic sensory areas I and II in roughness discrimination in cat.** *J. Neurophysiol.*, 1952, **15**, 401–408.—"Four cats were trained to discriminate various grades of roughness in an alley-type discrimination apparatus. One-stage bilateral ablations were performed involving the following four areas: somatic areas I and II, somatic area I, somatic area II and the occipital cortex. The results are summarized as follows: Removal of somatic areas I and II resulted in a permanent abolition of the capacity to make both fine and coarse roughness discrimination. Bilateral lesions of somatic area II severely impaired fine roughness discrimination. Large control lesions in the occipital area of the cortex produced no demonstrable effect."—(C. E. Henry).

(See also abstracts 1799, 2274, 2363)

Vision

2047. **Alluisi, Earl A., & Harker, George S.** (Army Med. Res. Lab., Fort Knox, Ky.) **The stereoptometer—a simple haploscopic instrument for the study of binocular space perception.** *Science*, 1953, **117**, 682–683.—A haploscopic-type instrument which was developed for use in studies of the functions operant in binocular stereoscopic range finding is described.—(A. J. Sprow).

2048. **Armington, John C.** (Walter Reed Army Medical Center, Washington, D. C.) **Electrical responses of the light-adapted eye.** *J. opt. Soc. Amer.*, 1953, **43**, 450–456.—Retinal action potentials have been recorded from the human eye at various levels of light adaptation, achieved by flooding the eye with white light. Short flashes of light of various wavelengths are shown to arouse responses whose magnitudes are determined by the degree of light adaptation and the intensity and wavelength of the stimulating light. Wavelength effects are in accordance with the ICI luminosity function except for the region below 500 mμ. In this region the test flashes are found to be more effective than predicted by the ICI curve. Two night-blind subjects, however, show relatively less sensitivity to light from this region. It is concluded that the effects of stray light and scotopic responses are factors complicating the analysis of photopic electrical responses.—(L. A. Riggs).

2049. **Bachem, Alber.** (U. Illinois, Coll. Med., Chicago.) **The color of ultraviolet light.** *Amer. J. Psychol.*, 1953, **66**, 251–260.—Short-wave color vision of normal and aphakial subjects was investigated. They showed a reversal of spectrum and decreasing saturation towards the shorter wave lengths and refuted Helmholtz's assumption that the retinal fluorescence is responsible for the lavender-gray of ultraviolet light. The assumption is presented that the fundamental color of short-wave light is indigo-blue and that this blue is discolored into violet by either a secondary maximum of Helmholtz's red curve, or in Granit's terminology,

by a red or purple modulator. The progressive lack of saturation towards shortest wave lengths is hypothesized to be due to overlapping of the tails of Helmholtz's red, green and blue curves or Granit's dominators and modulators.—(J. A. Stern).

2050. **Bartley, S. Howard, & Wilkinson, Frank R.** (Michigan State Coll., E. Lansing.) **Some factors in the production of gamma movement.** *J. Psychol.*, 1953, **36**, 201–206.—Targets subtending small visual angles manifest border movement (gamma), whereas those with greater angles exhibit movements within their borders. This study approaches two aspects of this border movement problem: target subtense, and target intensity. 1 to 6 inch disks served as targets, viewed from 17 and 66 inches, with various angles subtended from 1 to 20 degrees. Very low levels of intensity did not give rise to perception of border movement. As target area is increased, borders fall further and further out along the center-to-periphery gradient. Once target intensities become very high, sharpness of borders is lost. Finally, "It would seem that border movement is dependent upon conditions providing for the proper spatio-temporal sequence in the institution of retinal activity in and near the region of final border."—(R. W. Husband).

2051. **Bender, Morris B., & Krieger, Howard P.** (New York U. Coll. Med.) **Background illumination and the visual threshold in hemianopic areas.** *Neurology*, 1953, **3**, 102–110.—Two patients with left homonymous hemianopia following removal of subdural hematoma showed, when the background illumination was greatly reduced, some visual function to an illuminated target within the defective visual field. The shift in differential threshold was not different in the defective field below a critical point; above this there was subjective disappearance of the target. Subsequent dark adaptation was demonstrated. Results are interpreted in terms of figure-ground relationships and simultaneous stimulation phenomena.—(C. E. Henry).

2052. **Berens, Conrad, & Zerbe, Jean. A new pinhole test and eye-dominance tester.** *Amer. J. Ophthal.*, 1953, **36**, 980–981.—A plastic device is described for convenient use in these two tests. —(D. Shaad).

2053. **Bevan, William, & Dukes, William F.** (Emory U., Atlanta, Ga.) **Color as a variable in the judgment of size.** *Amer. J. Psychol.*, 1953, **66**, 283–288.—Differences in color proved to be a variable affecting judgment in size. Errors of overestimation were found for red and yellow test objects, no error was found for blue and green. Errors of estimation also varied with size of stimulus object. "Interpretation was framed in terms of response range defined by the reference series and the position of the various stimulus-objects within this range."—(J. A. Stern).

2054. **Bierman, Edward O. Malingering test.** *Amer. J. Ophthal.*, 1953, **36**, 985.—Monocular cycloplegia, with the installation of normal saline in the other eye, is suggested as a method for detecting malingering when visual loss is claimed in one eye. The sound eye is blurred by the drug, and the patient required to read binocularly (after a preliminary refraction). If he is able to read, the eye in which he claims disability is in use.—(D. Shaad).

2055. **Blackwell, H. Richard.** (U. Michigan, Ann Arbor.) **Studies of the form of visual threshold data.** *J. opt. Soc. Amer.*, 1953, **43**, 456–463.—"There are three principal alternative assumptions about the form of threshold data collected by presenting each of a number of light intensities repeatedly and determining the probability of discrimination for each. These assumptions are that the data will conform to (a) Poisson sums; (b) normal ogives; or (c) log normal ogives ... The present study indicates the similarity among the assumed curves, and reports an analysis of the number of experimental data required to differentiate among them, which number is so large that it appears unlikely that published threshold data are adequate for this purpose. Experimental data are reported which are sufficiently numerous to permit a partial decision among the assumed curves."—(L. A. Riggs).

2056. **Blank, Albert A.** (U. Illinois, Urbana.) **An account of recent investigations relating to the Luneburg theory of binocular space perception.** *Amer. J. Optom.*, 1953, **30**, 374–379.—Discusses further developments of Luneburg's theory that the metric of visual space is hyperbolic. Fry's experiments with fixation constant are interpreted as yielding data not inconsistent with Luneburg's hypothesis since all Riemannian spaces are locally Euclidean.—(M. R. Stoll).

2057. **Boring, Randolph O. The effect of visual stimulus variables upon the perception of the visual vertical.** *U. S. Naval Sch. Aviat. Med. Res. Rep.*, 1952, Proj. No. NM 001 063.01.28, (Joint Rep. No. 28), 6 p.—An experiment was designed to test the hypothesis that when the visual lines are tilted away from the direction of the gravitational vertical, either mechanically or optically or by the addition of a component of centrifugal force, there will be a discrepancy between the visual and the proprioceptive variables and the judgments of the vertical will be less precise and more variable.

2058. **Bouman, M. A.** (National Defense Research Council, Soesterberg, The Netherlands.) **Visual thresholds for line-shaped targets.** *J. opt. Soc. Amer.*, 1953, **43**, 209–211.—Data are obtained for absolute thresholds and contrast thresholds, using lines as test objects. The dependence of these thresholds on length of line and on exposure time appears to be consistent with the two-quanta hypothesis, according to which light is perceived when at least two light quanta are absorbed in the receptors within certain spatial and temporal limits. —(L. A. Riggs).

2059. **Boynton, Robert M.** (Brown U., Providence, R. I.) **Stray light and the human electroretinogram.** *J. opt. Soc. Amer.*, 1953, **43**, 442–449.—It is well established that stray light accounts in large measure for the retinal action potential recorded from the dark-adapted eye when small, bright flashes of light are presented. Very large stimulus areas were found to be more efficient than small ones for eliciting the action potentials. Here it was concluded that stray light was of minimal importance, since most of the retina was stimulated directly. Blue light has a relatively greater capacity to elicit electrical responses than lights of longer wavelengths when stimulus areas are small. With large areas the stimulating effects are predicted by the conventional scotopic luminosity function.

Intermediate areas arouse responses having two peaks, the first of which appears to be aroused by focal-area light and the second by stray light. —(L. A. Riggs).

2060. **Brickley, Paul M., & Ogle, Kenneth N. Residual accommodation under homatropine-cocaine cycloplegia.** *Amer. J. Ophthal.*, 1953, **36**, 649–659. —In measuring residual accommodation, the range between blur points depends on 3 factors: the conjugate point to the retina lies .5 diopter proximal to infinity; the depth of focus; the fact that the sense of blurring is less critical when the letters are still recognizable than when they are unrecognizable. The cycloplegia studied showed no residual accommodation. 22 references.—(D. Shaad).

2061. **Brown, J. L., Graham, C. H., Leibowitz, H., & Ranken, H. B.** (Columbia U., New York.) **Luminance thresholds for the resolution of visual detail during dark adaptation.** *J. opt. Soc. Amer.*, 1953, **43**, 197–202.—Luminance thresholds were found for the visual resolution of grating test objects. Test presentations were in the form of .016-sec flashes occurring during various stages of dark adaptation. The test field was a circular patch 7.3° in diameter centrally fixated. It was found that for fine gratings the luminance thresholds were high and dark adaptation was quickly completed. With successively coarser gratings dark adaptation is more extensive and of longer duration. Separate rod and cone portions are discernible in these curves. Curves are also derived for the relationship of log visual acuity to time in the dark and the relationship of log visual acuity to log luminance.—(L. A. Riggs).

2062. **Brown, Kenneth T.** (Aero Medical Lab., Wright Air Development Center, O.) **Factors affecting differences in apparent size between opposite halves of a visual meridian.** *J. opt. Soc. Amer.*, 1953, **43**, 464–472.—A difference in apparent size between opposite halves of a visual meridian is called a half meridional difference (HMD). Six subjects were used, and measurements of HMD were made for each eye separately and for both together. Horizontal and vertical meridians were used. It was found that relatively large variations of HMD occur with the passage of time. These variations are presumably central in origin since they affect right- and left-eye judgments similarly. Smaller but significant variations occur between right and left eyes. These are assumed to be of ocular origin.—(L. A. Riggs).

2063. **Burke, Luke.** (U. Louvain, Belgium.) **On the tunnel effect.** *Quart. J. exp. Psychol.*, 1952, **4**, 121–138.—This study reports a series of 14 experiments concerning variables involved in the tunnel effect. The continuity and uniformity of the perceived movement was noted, and it was found, in addition, that a momentary discontinuity was perceived if duration of the objectively invisible phase was lengthened. Changes in relative orientation of the two visible movements were shown to change the form of the apparent movement. It was further demonstrated that the phenomenon is "dependent upon the objective conditions: the speed of the objects while they are visible, the length of the tunnel, the duration of the invisible phase, the relative position of the visible portions of the trajectory, and they vary systematically with these conditions." Finally, the effect of a change in the exit-object was investigated. Theoretical implications are briefly discussed.—(F. A. Muckler).

2064. **Chang, Hsiang-Tung.** (Yale U. Sch. Med., New Haven, Conn.) **Physiology of vision.** *Annu. Rev. Physiol.*, 1953, **15**, 373–396.—Review covering some of the literature on vision during the past three years and summarized under the following topics: Photochemistry of retina; Electrophysiology of vision; Color theories and color vision; and Psychophysical aspects of vision. 199-item bibliography.—(M. J. Wayner, Jr.).

2065. **DeVries, Hl., Spoor, A., & Jielof, Renske. Properties of the eye with respect to polarized light.** *Physica*, 1953, **19**, 419–432.—"Properties of human as well as insect eyes are discussed that are...related to more or less complete orientation of absorbing molecules.... A method is described by which [the dichroism associated with the phenomenon of Haidinger's brushes] can be measured quantitatively. Its spectral distribution is found to be identical with the absorption curve of the [macular] pigment and the degree of orientation of the molecules does not exceed about 5 percent. The same method also enables a study of the double refraction of the ocular media...."—(R. W. Burnham).

2066. **Ditchburn, R. W., & Ginsborg, B. L.** (U. Reading, Eng.) **Involuntary eye movements during fixation.** *J. Physiol.*, 1953, **119**, 1–17.—Involuntary eye movements of two subjects during fixation were recorded. The recording technique is described and advantages of accuracy reported. Rotation moves were recorded and classified as tremors, flicks or drifts. The illumination and size of visual field was found to affect the characteristics of these movements.—(B. A. Maher).

2067. **Elias, Peter.** (Harvard U., Cambridge, Mass.) **Optics and communication theory.** *J. opt. Soc. Amer.*, 1953, **43**, 229–232.—Two aspects of communication theory may be applied to optics. Electrical network theory is one, and general statistical information theory is the other. The autocorrelation function is useful in both.—(L. A. Riggs).

2068. **Engelhardt, A. Die Helligkeitsempfindungen in der total farbenblinden Zone der Netzhaut.** (Sensation of brightness in the totally colorblind zone of the retina.) *Z. Biol.*, 1952, **105**, 232–236.—White, black and 10 different stages of gray can be perceived by the completely color-blind zone of the human retina. All colors are seen as gray. Yellow-orange colors are the brightest, reds and greens are of medium brightness, and blue-purple colors are the darkest.—(Courtesy of *Biol. Abstr.*)

2069. **Foster, John. Variant of the Lancaster diplopia test.** *Brit. J. Ophthal.*, 1953, **37**, 378–381. —A simplified method of recording diplopia fields with the Lancaster red-green test is presented. —(D. Shaad).

2070. **Fox, Gerald.** (New York U.) **The effects of interval and duration of visual stimuli upon the time error.** *Psychol. Newsltr*, 1952, No. 45, 1–17.—An attempt to determine the effects of varying time intervals and of varying durations of visual stimuli upon the time error and the variability of response in the successive comparison judgments of stimulus durations. The author concludes that in successive comparison judgment

of the visual stimulus durations, the important factor is the length of time intervening between the two stimuli to be compared and not the duration of the stimuli themselves, within the designated limitations of the design. 16 references.—(D. S. Leeds).

2071. **French, Robert S.** (Lackland AFB, San Antonio, Tex.) **The accuracy of discrimination of dot patterns as a function of angular orientation of the stimuli.** *USAF Hum. Resour. Res. Cent., Res. Bull.*, 1953, No. 53–3, vi, 17 p.—The stimuli were 120 pairs of dot patterns, made up of 2, 3, or 5 dots. The members of each pair contained the same number of dots, but some pairs of patterns were identical while others differed because of a slight displacement of one of the dots. The members of each pair were sometimes shown in the same, sometimes in different, angular orientations. Subjects (240 men) were required to judge whether the patterns were the same or different. Results show that accuracy was related both to the number of dots and to angular orientation. The 3-dot patterns were most accurately discriminated, greatest accuracy being achieved at 0° and 180° orientations. The 5-dot patterns were most accurately discriminated at 0°, accuracy becoming progressively worse as rotation increased to 180°.—(A. Chapanis).

2072. **Fry, Glenn A., & Alpern, Mathew.** (Ohio State U., Columbus, O.) **The effect on foveal vision produced by a spot of light on the sclera near the margin of the retina.** *J. opt. Soc. Amer.*, 1953, **43**, 187–188.—An experiment of Schouten and Ornstein was repeated. Light was made to enter the eye diffusely through each of two points on the sclera, one behind and one before the ora serrata. The light was alternated between these two points, with an exposure of one second through each, and the intensities were adjusted to a subjective match. It was then noted that the match was equally good at the switch from anterior to posterior spot and vice versa. It is concluded that the results can be accounted for on the basis of stray light. Thus there is no evidence for the transmission of a retinal effect from ora serrata to fovea. Schouten and Ornstein had obtained opposite results and had cited them in support of the retinal transmission hypothesis. No explanation has been found for the discrepancy in the two sets of experiments. —(L. A. Riggs).

2073. **Fry, Glenn A., & Alpern, Mathew.** (Ohio State U., Columbus, O.) **The effect of a peripheral glare source upon the apparent brightness of an object.** *J. opt. Soc. Amer.*, 1953, **43**, 189–195. —The brightness of a foveal test object appears to decrease in the presence of a peripheral glare source. The same effect can be produced by a patch of veiling luminance immediately surrounding the test object. The spatial and temporal relationships of the peripheral and central patches were varied. The observed results were in harmony with the hypothesis that it is the stray light from a peripheral glare source that appears to reduce the brightness of a foveal test patch.—(L. A. Riggs).

2074. **Gerathewohl, S. J., & Strughold, H.** (USAF Sch. Aviat. Med., Randolph AFB, Tex.) **Motoric responses of the eyes when exposed to light flashes of high intensities and short duration.** *J. Aviat. Med.*, 1953, **24**, 200–207.—The authors find that the average latencies for blinking or eye movement in response to an unexpected, high-intensity light flash are about 70 and 250 milliseconds, respectively.—(A. Chapanis).

2075. **Graybiel, Ashton, & Clark, Brant.** (U. S. Naval Sch. Aviation Med., Pensacola, Fla.) **Duration of oculogyral illusion as a function of the interval between angular acceleration and deceleration. Its significance in terms of dynamics of semicircular canals in man.** *J. appl. Physiol.*, 1952, **5**, 147–152.—Six subjects were exposed to angular acceleration which, after periods varying from 0–60 secs., was followed by angular deceleration. The duration of the oculogyral illusion was plotted as a function of the interval between acceleration and deceleration. This defined a curve characterized by a steep rise followed by a gradual and continuous rise to a plateau. Interpreted in terms of cupula-endolymph behavior, the curve indicated that recovery was at first rapid then progressively slower, but without overshoot. These findings suggest that the cupula behaves as a critically damped elastic structure.—(Courtesy of *Biol. Abstr.*).

2076. **Gregory, R. L.** (U. Oxford, Eng.) **Variations in blink rate during non-visual tasks.** *Quart. J. exp. Psychol.*, 1952, **4**, 165–169.—Three experiments are reported on the relationship between blink rate and performance in three non-visual tasks. In the learning of a stylus maze, blink rate fell below the normal resting rate during trials but above normal between trials. With number addition, a significant difference was found between blink rate during trials and between trials. Finally, in an audio-tracking task where a changing tone was matched with a second oscillator, blink rate was, in general, "inversely related to the rate of change of the course tone."—(F. A. Muckler).

2077. **Guedry, Fred E., Jr. Reliability of results previously reported: the influence of visual stimulation on habituation to rotation.** *U. S. Naval Sch. Aviat. Med. Res. Rep.*, 1952, Proj. No. NM 001 063.01.25, (Joint Rep. No. 25). 8 p.—In view of certain apparently conflicting reports concerning the influence of visual stimulation on habituation to rotation, some of the major conditions of an investigation of this topic by Brown and Guedry were repeated to ascertain the reliability of their results. Reduction of oculogyral effects with successive rotations again seemed enhanced by the presence of postrotational full room illumination on occasional trials.

2078. **Gurtovoi, G. K., & Kravkov, S. V. Vliianie tsvetnosti osveshcheniia odnogo glaza na reaktivnost' drugovo.** (Influence of colored illumination of one eye on the reactivity of the other.) *Dokl. Akad. Nauk SSSR*, 1951, **73** (2), 391–392.—Effects on the central sensitivity of one eye are reported as a consequence of adaptation of the other eye to red or green light and subsequent auditory or electrotonic action. Adaptation of one eye to green light depresses central sensitivity in the other upon accessory auditory action; adaptation to red light elevates it.—(I. D. London).

2079. **Guth, Sylvester K., Eastman, A. A., & Rodgers, R. C.** (General Electric Co., Nela Park, Cleveland, O.) **Brightness difference; a basic factor in suprathreshold seeing.** *Illum. Engng, N. Y.*,

1953, **48**, 233–239.—Visibility level, as measured by the Luckiesh-Moss Visibility Meter, is determined by the brightness difference between the object and its background and not by the contrast. The contrast is defined as the brightness difference divided by the background brightness. Two test objects of unequal contrast may be brought to equal visibility by increasing the illumination on the one with the lower contrast until the brightness differences between the objects and their backgrounds are equal. —(G. Westheimer).

2080. **Hall, K. R. L., Earle, A. E., & Crookes, T. G.** (Barrow Hospital, Bristol, Eng.) **A pendulum phenomenon in the visual perception of apparent movement.** *Quart. J. exp. Psychol.*, 1952, **4**, 109–120.—Using a phi-phenomenon apparatus with a metronome controlling stimulus light presentation, the authors report the perception of curved rather than straight apparent movement. In a series of experiments, it was found "that the following factors, in order of importance, are effective in leading to the perception of curved apparent movement: (1) the shape of the light-stimuli; (2) the regularity of the rhythm of presentation; (3) the gradient of brightening and dimming of the lights and (4) the sound of the metronome in synchrony with the appearance of the lights." Relationships between this phenomenon, Johannson's "wandering" phenomenon and normal stroboscopic movement are discussed.—(F. A. Muckler).

2081. **Hallpike, C. S., & Hood, J. D.** (National Hosp., London, Eng.) **The speed of the slow component of ocular nystagmus induced by angular acceleration of the head.** *Proc. roy. Soc., Ser. B.*, 1953, **141**, 216–230.—Using a revolving chair of improved design the authors reinvestigated the problem of the duration of the turning sensation after angular acceleration of the head has stopped. Graybiel's hypothesis of the relation of the ocular-gyral illusion to vestibular eye-nystagmus is discussed and supported by the data. The slow component of such nystagmic movements is measured by a new technique.—(B. A. Maher).

2082. **Hansel, C. E. M.** (U. Manchester, Eng.) **Apparent movement and eye movements.** *Brit. J. Psychol.*, 1953, **44**, 145–155.—"Apparent movement may be due to inability of the visual mechanisms to provide, under the stimulus conditions in which they are obtained, physiological cues which differ from those evoked by moving objects ... intermittent excitation of a large area of the retina at a suitable frequency may produce inhibition of response on a small area intermittently illuminated at a similar frequency but out of phase. Such an inhibition effect is capable of reducing the physiological cues produced by real movement so that they are similar to those produced under stimulus conditions for apparent movement."—(L. E. Thune).

2083. **Harrington, David O. Perimetry with ultraviolet (black) radiation and luminescent test objects.** *A.M.A. Arch. Ophthal.*, 1953, **49**, 637–642.—Description of a perimeter using an 18 mm. diameter cold cathode tube with filter radiation between 370 mμ and 380 mμ with the peak at 365 mμ. Certain advantages are claimed for the use of luminous test objects with UV radiation over the usual reflected light method.—(S. Renshaw).

2084. **Hartline, H. K., MacNichol, E. F., Jr., & Wagner, H. G. Electrical responses to illumination of isolated visual receptor elements.** *Science*, 1953, **117**, 467.—Abstract.

2085. **Hickethier, Alfred. Farbenordnung Hickethier.** (Hickethier's color classification.) Hannover, Germany: H. Osterwald, 1952. 99 p.—Hickethier presents a color classification scheme the object of which is to furnish a measurement of the tone value of every color mixture. The system is based on three fundamental colors with 10 gradations of each. The mixture possibilities of the 3 basic colors are about 1000 with a number assigned to each. The system's applications to color photography, printing, and everyday household uses are discussed.—(A. Potter).

2086. **Hunt, R. W. G.** (Kodak Limited, Harrow, Eng.) **The perception of color in 1° fields for different states of adaptation.** *J. opt. Soc. Amer.*, 1953, **43**, 479–484.—Hue and saturation were measured for a variety of colors by the use of a binocular matching technique. The results of this study for a 1° field are similar to those of an earlier study in which a 20° field was used. Adaptation effects on saturation are considered in relation to (1) interactions of nerve impulses and (2) the activity of a specific white or "dominator" mechanism.—(L. A. Riggs).

2087. **Hurvich, Leo M., & Jameson, Dorothea.** (Eastman Kodak Co., Rochester, N. Y.) **Spectral sensitivity of the fovea. I. Neutral adaptation.** *J. opt. Soc. Amer.*, 1953, **43**, 485–494.—"The spectral sensitivity of the 1° fovea of the right eye of two practiced observers was measured at 10 mμ intervals from 400 mμ to 700 mμ for the dark-adapted state and for the bright-adapted (10mL), chromatically neutral state." The observed changes are in the direction of the Purkinje shift. Consideration is given to the possibility that such a shift may arise from (1) the presence of a few rods in the fovea, (2) shifts in the relative contributions of chromatic and achromatic receptor mechanisms, or (3) specific bleaching effects on the underlying photosensitive substances.—(L. A. Riggs).

2088. **Ingle, G. W., & Rudick, L.** (Monsanto Chemical Co., Springfield, Mass.) **A comparison of the MacAdam and the Adams-Nickerson indexes of color differences.** *J. opt. Soc. Amer.*, 1953, **43**, 501–504.—Color discrimination data were related to a simplified version of the MacAdam equation for the noticeability of a color difference, and to the Adams-Nickerson formula. The MacAdam formula proved to be more reliable and better related to visual estimates for certain hypothetical colors and also for selected color samples in polystyrene. —(L. A. Riggs).

2089. **Jameson, Dorothea, & Hurvich, Leo M.** (Eastman Kodak Co., Rochester, N. Y.) **Spectral sensitivity of the fovea. II. Dependence on chromatic adaptation.** *J. opt. Soc. Amer.*, 1953, **43**, 552–559.—The eye was adapted for 5 minutes to a 37° field of light at the level of 10 mL. The adapting field was either a chromatically neutral white or a "perceptually unique" blue, green, yellow, or red. Spectral sensitivity functions were found during each adaptation for each of two observers. There was found to be a relatively slight

but definite decrement in spectral sensitivity, when tested with a 1° foveal field, specific to the range of spectral stimuli which evoke the hue of the adapting field. No definite theoretical foundation for these observations is proposed at the present time. It is noted, however, that the results are in harmony with certain theories of color vision in which there is assumed to be a specific white mechanism primarily responsible for brightness, together with several chromatic mechanisms making minor contributions to brightness.—(L. A. Riggs).

2090. **Kampa, Elizabeth M.** (U. Cambridge, Eng.) **New forms of visual purple from the retinas of certain marine fishes: a re-examination.** *J. Physiol.*, 1953, **119**, 400–409.—Rhodopsin was extracted from the retina of 3 marine species (the plaice, gurnard and pollack), and from 2 fresh-water species (the trout and tench). Extracts from the marine species were identical in absorption spectra with those observed in frog rhodopsin. Absorption spectra from the tench resemble those of porphyropsin and those of the trout indicate a combination of rhodopsin and porphyropsin.—(B. A. Maher).

2091. **Kern, Ernst.** (U. Erlangen, Germany.) **Der Bereich der Unterschiedsempfindlichkeit des Auges bei festgehaltenem Adaptationszustand.** (The range of intensity discrimination of eyes in a fixed state of adaptation.) *Z. Biol.*, 1952, **105**, 237–245.—Using a large peripheral field illuminated with light of adaptation intensity, and a smaller central field, the halves of which could be individually illuminated with variable light intensity, keeping the eyes in equal and constant state of adaptation, and using simultaneous threshold and 0.5 sec. duration of the test light, determinations were made of intensity discrimination in the range from 0.1 to 1000 Apostilb. Discrimination ($B/\Delta B$) was maximum when the test light corresponded to the intensity of the adaptation light. The highest maximum occurred with an intensity of 1 Apostilb, and reached a value of nearly 10 for $B/\Delta B$. At light intensity beyond that of adaptation, $B/\Delta B$ dropped rapidly to 2, more slowly thereafter. —(Courtesy of *Biol. Abstr.*).

2092. **Lowenstein, Otto; Murphy, Sean B., & Loewenfeld, Irene E. Functional evaluation of the pupillary light reflex pathways.** *A.M.A. Arch. Ophthal.*, 1953, **49**, 656–670.—In cats, focal lesions were produced in the various neurons which constitute the pathway of the pupillary reflex to light, and the functional effect of these lesions was quantitatively determined by pupillography.—(S. Renshaw).

2093. **Ludvigh, Elek. Direction sense of the eye.** *Amer. J. Ophthal.*, 1953, **36**, 139–143.—The accuracy of the eye in visual alignment tests must be explained by some type of field theory.—(D. Shaad).

2094. **MacAdam, D. L.** (Kodak Research Lab., Rochester, N. Y.) **Dependence of color-mixture functions on choice of primaries.** *J. opt. Soc. Amer.*, 1953, **43**, 533–538.—"The shape of any color-mixture curve is independent of the chromaticity of the corresponding primary. The shape of that curve depends only on the location in the chromaticity diagram of the line joining the points representing the other two primaries.... The transformation equation for calculating the shape of any color-mixture curve is a linear combination of three known color-mixture curves." The standard CIE color-mixture functions are not orthogonal, but orthogonal functions can be defined. This simplifies the calculation of the effects of spectrophotometric errors, and may prove useful in connection with problems of color television.—(L. A. Riggs).

2095. **McCord, Fletcher.** (Tulane U., New Orleans, La.) **The measurement of adjustive eye movements.** *U. S. Naval Sch. Aviat. Med. Res. Rep.*, 1953, Proj. No. NM 001 063.01.31, (Rep. No. 31), 7 p.—Many methods have been used in the measurement of the adjustive eye-rolling reflex which occurs with body tilt. In the present paper, a method involving the use of after-images was studied. This method proved to be relatively simple. It yields results which are internally consistent and also in good agreement with results obtained by more complicated methods. Measures of the reflex were made with 6 normal adults at body tilts of 0°, 10° and 45°. It was found that magnitude of the adjustive eye-rolling reflex increased as tilt increased.

2096. **McCord, Fletcher.** (Tulane U., New Orleans, La.) **The effects of auditory-vestibular nerve pathology on the adjustive eye-rolling reflex.** *U. S. Naval Sch. Aviat. Med. Res. Rep.*, 1953, Proj. No. NM 001 063.01.32, (Rep. No. 32), 4 p.—The method of measuring the counter-rolling reflex by the use of after-images was applied to a patient with VIII nerve pathology. Virtual absence of adjustive eye-rolling to lateral body tilts in the right quadrant, and minimal values to tilting in the left quadrant were found for the patient. The results support the contention that normal adjustive eye-rolling is dependent upon the functional integrity of the vestibular system.

2097. **Michaels, David D.** (Chicago Coll. Optom., Ill.) **The chemistry of the visual process.** *J. Amer. optom. Ass.*, 1953 (Jan.), 329–338.—Reviews the present status of knowledge regarding visual pigments: rhodopsin and the chemistry of the rods, and iodopsin and the chemistry of the cones. 74-item bibliography.—(A. J. Sprow).

2098. **Miles, Walter R.** (Yale U., New Haven, Conn.) **Effectiveness of red light on dark adaptation.** *J. opt. Soc. Amer.*, 1953, **43**, 435–441.—Conflicting results have been reported in studies comparing the effectiveness of red light with that of total darkness in achieving dark adaptation. Certain methodological factors may account for the apparently more rapid dark adaptation when red light was used. In a new series of experiments, a monocular comparison method was employed. One eye was covered by a completely opaque cardboard. Under these conditions adaptation was significantly better for the eye in darkness than for the one exposed to red light.—(L. A. Riggs).

2099. **Miles, Walter R.** (Yale U., New Haven, Conn.) **Light sensitivity and form perception in dark adaptation.** *J. opt. Soc. Amer.*, 1953, **43**, 560–566.—Vision at night has often been evaluated by testing the observer's ability to detect the presence or location of a target without the requirement of discriminating the form of the target. The present experiments were designed to test the relationship between the detection threshold and the form discrimination threshold, using 3° targets adapted for use with the Hecht-Shlaer adaptometer. "Results are presented and analyzed for dark-adapted cone vision

and rod vision, separately. Data are given showing the differing amounts and character of luminance necessary for cones and rods and for light versus perception of form (T) orientation. The close correspondence of these experimental findings to some results of recently released military research is shown, and the relation of these results to current visual theory on the stimulus characteristics of the retina are discussed."—(L. A. Riggs).

2100. **Minnaert, M. G. J. Colour and colour perception.** *Proc. Kon. Ned. Akad. v. Wet. B*, 1953, **56**, 148–154.—Color is given two physical definitions in terms of the spectral composition of the illuminant and the spectral reflectance of the object. A discussion follows of variations in appearance associated with constancy, contrast, adaptation, and field conditions.—(R. W. Burnham).

2101. **Monnier, M. Principes d'électro-oculographie et d'électro-nystagmographie chez l'homme.** (Principles of human "electro-oculograms" and "electro-nystagmograms." *Bull. schweiz. Akad. med. Wiss.*, 1952, **8**, 413–425.—Electrodes placed in the vicinity of the eye produce potential variations with movements of the eye. The characteristics of the deflections resulting from various movements of the eye are described. In induced nystagmus, changes occur in the direction of potential deflection, in frequency and in amplitude. These are recorded graphically after the manner of the EEG.—(Courtesy of *Biol. Abstr.*).

2102. **Motokawa, Koiti, & Ebe, Mituru.** (Tohoku U., Sendai, Japan.) **Retinal receptors isolated with AC method and polychromatic theory.** *J. opt. Soc. Amer.*, 1953, **43**, 203–209.—"Threshold voltages of alternating currents passing through the head as determined with flickering phosphenes as an index were plotted as a function of frequencies, and 7 conspicuous minima were found in the curve. It was shown that these minima are the result of differential sensitivity of 7 types of receptor having their own time-constants. Based on the fact that the electrical sensitivity of the eye as measured by an ac of any optimal frequency is selectively enhanced on exposure of the retina to weak spectral lights of wavelengths of a certain limited range, a spectral response curve was determined for each kind of receptor." The peaks of the spectral response curves were located at 650, 610, 575, 515, 465, and 415 mμ for the color receptors and at 507 mμ for the rod or scotopic receptor. For each of these wavelengths of light an optimal frequency was found for the alternating current stimulus.—(L. A. Riggs).

2103. **Nathanson, Morton; Bergman, Philip S., & Bender, Morris B.** (New York Coll. Med.) **Visual disturbances as the result of nystagmus on direct forward gaze; effect of amobarbital (Amytal) sodium.** *A.M.A. Arch. Neurol. Psychiat.*, 1953, **69**, 427–435.—By recording electrically the eye movements of 8 neurological patients (7 multiple sclerotics) and by administering visual acuity tests it was found that Amytal injections abolished the nystagmus and the associated blurred vision and oscillopsia.—(L. A. Pennington).

2104. **Niven, Jorma I., Johnson, Woodbury; Rand, George W., & Pettit, William A. Evaluation of a modified Verhoeff stereopter.** *U. S. Naval Sch. Aviat. Med. Res. Rep.*, 1952, Proj. No. NM 001 057.09.01, 10 p.—Two forms of the Verhoeff Test of Depth Perception were administered on each of two occasions to 100 patients and volunteers at the Naval School of Aviation Medicine. Test-retest reliability of the standard form was 0.75 and of the modified form 0.80. Neither form showed a marked superiority over the other.

2105. **Ogle, Kenneth N. On the problem of an international nomenclature for designating visual acuity.** *Amer. J. Ophthal.*, 1953, **36**, 909–921.—It has been suggested that the most desirable method for designation of visual acuity would be a system based on the visual angle of resolution in minutes of arc. 19 references.—(D. Shaad).

2106. **Opler, Ascher; Meikle, Richard W., & Charlesworth, Mary J.** (Dow Chemical Co., Pittsburg, Calif.) **Automatic calculation of color differences.** *J. opt. Soc. Amer.*, 1953, **43**, 550–551.—A routine procedure has been developed for translating spectrophotometer reflectance data into "color values" and color differences. The calculations, based on the equal visual stimulus space of Adams, are performed by the use of IBM Calculating Punch 602-A.—(L. A. Riggs).

2107. **Parsons-Smith, Gerald. Activity of the cerebral cortex in amblyopia.** *Brit. J. Ophthal.*, 1953, **37**, 359–364.—EEG records of children under treatment for amblyopia associated with strabismus showed a high percentage of abnormal cortical rhythms.—(D. Shaad).

2108. **Piaget, Jean** (U. Geneva, Switzerland), **& Osterreith, Paul Alex. L'évolution de l'illusion d'Oppel-Kundt en fonction de l'âge.** (The evolution of the Oppel-Kundt illusion in relation to age.) *Arch. Psychol., Genève*, 1953, **34**, 1–38.—A straight line of 50 mm. length, divided by cross lines in variable numbers, was used to study the Oppel-Kundt illusion. Measurements employing the concentric method showed a decrease of the illusion with age of subjects. Ascendant and descendant methods offered an apparent increase. The maximum illusion at all ages occurred between 10 and 15 intervals. Unequal intervals or vertical presentation of the figure weakened the illusion. The value also depended on the thickness of cross lines. German and English summaries.—(G. E. Bird).

2109. **Pirenne, M. H. Physiological mechanisms in the perception of distance by sight and Berkeley's theory of vision.** *Brit. J. Phil. Sci.*, 1953, **4**, 13–21.—Berkeley's studies of vision form one of the links between Descartes and Helmholtz. The language used by Berkeley to discuss empirical problems bears a close resemblance to the Cartesian conception of the world which is still in vogue. This view implies an unexplained link between matter and mind and would appear to make the matter of science in fact unknowable. While Berkeley's elimination of Cartesian matter might appear to be the reductio ad absurdum of dualism, the "Essay on Vision" provided a basis for the development of a scientific analysis of the physiology and psychology of vision along crypto-Cartesian lines.—(P. E. Lichtenstein).

2110. **Pollack, William T., & Chapanis, A.** (Johns Hopkins U., Baltimore, Md.) **The apparent length of a line as a function of its inclination.** *Quart. J. exp. Psychol.*, 1952, **4**, 170–178.—It was found that: vertical lines appeared longer than horizontal lines with

maximum effect at 20°–30° tilt to the left of vertical; results were asymmetrical with lines tilted right of vertical appearing shorter than lines tilted left of vertical; setting variability increased with angular increase between variable and standard lines; percentage-wise, data for 3 and 6 inch standard lines were almost identical; large individual differences existed. In a second experiment, the variable line was presented above, below, right, or left of the standard. Similar results were obtained with the added finding that length overestimations were greater when the lines were side by side than when one was above the other.—(F. A. Muckler).

2111. **Rey, André** (U. Geneva, Switzerland.), **& Dupont, Jean-Blaise. Organisation de groupes de points en figures géométriques simples.** (Organization of groups of dots in simple geometric figures.) *Arch. Psychol., Genève,* 1953, **34**, 39–65.—Problems presented by the capacity to organize groups of dots are discussed. Dots were so placed that the figures could present themselves either side by side or intermingled. The degree of ease in perceptive activity was estimated by a test. Percentile and standard score norms were established for 4000 subjects. German and English summaries.—(G. E. Bird).

2112. **Riggs, Lorrin A., Ratliff, Floyd; Cornsweet, J. C., & Cornsweet, T. N.** (Brown U., Providence, R. I.) **The disappearance of steadily fixated visual test objects.** *J. opt. Soc. Amer.,* 1953, **43**, 495–501.—"A system has been devised for causing an image to remain at one point on the retina regardless of eye movements." Data are reported for the extent to which seeing deteriorates for various widths of test object at various adaptation times under conditions of (1) a "stopped" retinal image, (2) an image moving as a result of the normal involuntary motions of the eyes and (3) an image whose extent of motion is effectively doubled. It is concluded that normal eye movements do not contribute to normal visual acuity, but do serve to overcome the loss of vision which would result from prolonged, uniform stimulation of the retinal receptors.—(L. A. Riggs).

2113. **Ross, Sherman, & Fletcher, John L. Response time as an indicator of color deficiency.** *J. appl. Psychol.,* 1953, **37**, 211–213.—Using 136 college students as subjects, response time measures to 15 selected plates of the AO pseudo-isochromatic test were secured by use of .01 sec. chronoscope connected to a voice key. Error scores were used to classify 110 subjects as normal, and mean response times between normal and defective groups were significantly different. It was concluded that response times could be used to separate color defective individuals from color normal individuals.—(H. W. Daniels).

2114. **Schmidt, Ingeborg. Evaluation of the Grether self-administering color vision test.** *USAF, Sch. Aviat. Med. Spec. Rep.,* 1953 (March), 10 p.—The Self-Administering Color Vision Test makes possible the testing of color vision and registration of the score without the help of an examiner. The apparatus was evaluated by comparing it with 3 other color vision tests now in use. In a group of 141 test subjects this test misclassified many normals but screened all color defectives accurately. In comparison with the Nagel anomaloscope, only an approximate qualitative and quantitative classification of color defectives could be made.

2115. **Ségal, J.** (Centre National de la Recherche Scientifique, Paris, France.) **Le mécanisme de la vision des couleurs; physiologie-pathologie.** (The mechanism of color vision; physiology-pathology.) Paris, France: G. Doin, 1953. 351 p., 3000 ft.—The author has developed a three-component "layer" working hypothesis of color vision, making use only of structures already demonstrated to exist in the retina. These are the pigmented epithelium for red response, the retinal cones for green, and the macular (or similar) pigment for blue. Then, largely on a basis of established facts, he proceeds to describe the ways in which his postulated receptors can be expected to operate. The duplicity theory is reinterpreted, and a description is given of how such well-known facts as chromatic adaptation may be fitted into his scheme. 130-item bibliography.—(R. W. Burnham).

2116. **Simonson, Ernst, & Brozek, Josef.** (U. Minnesota, Minneapolis) **Flicker fusion frequency: background and applications.** *USAF Sch. Aviat. Med. Proj. Rep.,* 1953, Proj. No. 21–32–004, (Rep. No. 2), 26 p.—The fusion frequency of flicker (FFF) is that rate of successive light flashes at which the sensation of flicker disappears and the light becomes "steady." The paper describes equipment and procedure of measurement, the fundamental variables (such as brightness of test-patch, surrounding illumination, light-dark ratio). The contribution of central and peripheral components (such as retinal circulation) are considered, together with the sources and extent of variability in normal individuals, the effects of physiological stresses (such as hypoxia, acceleration, and prolonged work (fatigue)), drugs, and disease processes.

2117. **Sloan, Louise L., & Altman, Adelaide.** (Johns Hopkins U., Baltimore, Md.) **Aniseikonia and the Howard-Dolman test.** *J. opt. Soc. Amer.,* 1953, **43**, 473–478.—Aniseikonia of varying degrees was induced by wearing afocal magnifying lenses. A Howard-Dolman moving-rod test of depth perception was then given. It was found that constant error scores were correlated with extent of horizontal aniseikonia, but errors were much lower than predicted. The apparatus was then modified to eliminate opposing monocular cues, whereupon the constant errors reached the expected values. Variable errors provide a measure of sensitivity to differences in depth, but do not adequately distinguish individual differences within the normal range.—(L. A. Riggs).

2118. **Stafford, E., & Hansel, C. E. M.** (U. Manchester, Eng.) **The impression of depth in projected photographs.** *Brit. J. Psychol.,* 1953, **44**, 127–131.—A series of wooden blocks of similar cross-section but varying length were photographed from an oblique position. Positive prints of these photographs were projected on a screen and viewed at five distances ranging from 3 to 24 ft. The results confirmed the following hypotheses: "(1) That depth effects of any object depicted on the screen will decrease as the subject approaches the screen to distances where binocular cues are active. (2) That depth effects will be decreased by decreasing the angle of covering power of the camera lens."—(L. E. Thune).

2119. **Stern, Alvin.** (Chicago (Ill.) Coll. Optom.) **The effect of target variation and kinesthesis upon near heterophoria measurements.** *Amer. J. Optom.,* 1953, **30**, 351–365.—Measurements of heterophoria at 16 inches were made with 3 different targets on 50

senior optometry students. When one target was used, the observer was required to complete a > to form an X by drawing on transparent paper held over the calibrated scale which was visible only to the eye not seeing the >. Less deviation was measured when this action was associated with the observation. 20 references.—(M. R. Stoll).

2120. **Stiles, W. S. Colour vision: a retrospect.** *Endeavour*, 1952, **11**, 33–40.—A review is given of the contribution to the knowledge of color vision made by Boyle, Newton, Goethe, Young, Dalton, Purkinje, Chevreul, Helmholtz, Grassmann, Maxwell, Schultz, Hering, Rayleigh, König, and Munsell.—(Courtesy of *Kodak Mon. Abstr. Bull.*)

2121. **Sweet, Alex L.** (U. Kansas, Lawrence.) **Temporal discrimination by the human eye.** *Amer. J. Psychol.*, 1953, **66**, 185–198.—The ability of the human eye to discriminate between two lights flashed at different times is tested under conditions of dark and light adaptation. Points of stimulation were varied with one light stimulating the fovea and the other stimulating discrete spots on the nasal retina of the eye, or the lights were tangentially placed and stimulated identical points on either fovea or retina. Latency of reaction is greater in the periphery than at the fovea. Inter-individual variability in judging point of temporal equality between two lights separated in space was marked, when lights were adjacent variability was reduced. Perception of movements was more precise in the periphery than at the fovea.—(J. A. Stern).

2122. **Thomson, L. C.** (Inst. Ophthalmol., London, Eng.) **The localization of function in the rabbit retina.** *J. Physiol.*, 1953, **119**, 191–209.—Spike potentials were recorded from single fibers of the intracranial part of the optic nerve in rabbits during light stimulation focussed on the retina through the normal dioptric system of the eye. The receptive field of a single fiber was found to be a circle 1 mm. in diameter on the retina. The latency period between the cessation of stimulation and the first "off" spike was observed to decrease as the focus of the stimulus was moved nearer the center of this retinal circle.—(B. A. Maher).

2123. **Uhlaner, J. E., Gordon, D. A., Woods, I. A., & Zeidner, J. The relationship between scotopic visual acuity at photopic and mesopic brightness levels.** *J. appl. Psychol.*, 1953, **37**, 223–229.—19 subjects, selected to show a wide range of scotopic acuity scores were tested with wall charts and modified Ortho-Rater targets at various photopic and mesopic brightness levels. Scotopic measures were obtained with the Army Night Vision tester. Results showed moderate relationships of scotopic and photopic acuity scores, and high relationships of scotopic and mesopic acuity scores. These results led to the conclusion that a new mesopic test to predict scotopic acuity might be practicable.—(H. W. Daniels).

2124. **Wallach, Hans, & O'Connell, D. N.** (Swarthmore Coll., Pa.) **The kinetic depth effect.** *J. exp. Psychol.*, 1953, **45**, 205–217.—A report of 10 experiments dealing with the perception of three dimensional form. It is found that when a 3 dimensional form, solid or wire edged, is turned behind a translucent screen, the Ss perceive the shadow as a 3 dimensional object quite similar to the physical object. A necessary condition is that the shadow must display contours or lines which change their length and their direction simultaneously. The authors believe this effect to operate widely under ordinary circumstances.—(A. K. Solarz).

2125. **Weale, R. A.** (Inst. Ophthalmol., London, Eng.) **Spectral sensitivity and wave-length discrimination of the peripheral retina.** *J. Physiol.*, 1953, **119**, 170–190.—Spectral sensitivity and wave-length discrimination were measured at retinal eccentricities of 25, 45 and 70°, using test fields of 50′ angle at the eye. The data suggest that the mechanisms for the discrimination of orange, green and blue are present all over the retina. Wald's interpretation is claimed to be inadequate and other explanations are discussed.—(B. A. Maher).

2126. **Wiener, Norbert.** (Mass. Inst. of Tech., Cambridge, Mass.) **Optics and the theory of stochastic processes.** *J. opt. Soc. Amer.*, 1953, **43**, 225–228.—"The study of the wave phenomena of physical optics and of quantum mechanics must take into account the fact that experimental instruments operate *linearly* on the field quantities, while all measured values depend only on their *mean squares*. The latter circumstance necessitates a statistical approach to these theories." A mathematical model is given for a theory of optics associated with a directed time.—(L. A. Riggs).

2127. **Yela, Mariano.** (U. Louvain, Belgium.) **Phenomenal causation at a distance.** *Quart. J. exp. Psychol.*, 1952, **4**, 139–154.—This study reports a systematic investigation of "the finding by Michotte, that a moving object A can apparently produce movement in a projectile B without making contact with it." This phenomenal impression of "pushing at a distance" was found to be related to the distance between A and B, the time relationship between the two movements, the absolute velocities of A and B, the relative velocity of the two, and the distance moved by B. Theoretical implications are discussed.—(F. A. Muckler).

2128. **Zając, J. L.** (U. Edinburgh, Scotland.) **Investigations on depth perception in indirect vision.** *Brit. J. Psychol.*, 1953, **44**, 132–144.—A small fixation object was moved in both directions between the near point of accommodation and arms length while the subjects viewed it with each eye separately and with both together. As the fixation point recedes from the eye there is a diminution of the distance of the wall and an increase in its dimensions. Changing the direction of movement of the fixation point reverses the effect. "Objects viewed in indirect vision through different color filters are seen at different distances from the eyes" in both monocular vision and in binocular vision with double images. "A relation seems to exist between depth perception and wave-length of light. Objects are seen as nearer with longer wave-lengths and farther away with shorter wave-lengths of light."—(L. E. Thune).

2129. **Zeeman, W. P. C.** (U. Amsterdam, Holland.), **& Roelofs, C. Otto. Some aspects of apparent motion.** *Acta psychol.*, 1953, **9**, 158–181.—White squares projected on a screen intermittently with varying distances and time intervals, create phenomena of fusion, motion, and after-image movement. An intimate connection is established between time and space by the personality which coordinates and graduates both and creates and experiences them in the

continuity of its own change and movement.—(G. Rubin-Rabson).

(See also abstracts 1822, 1831, 1839, 1909, 2002, 2032, 2279, 2375, 3390, 3396, 3397, 3401, 3424, 3427)

Audition

2130. **Békésy, G. v.** (Harvard U. Cambridge, Mass.) **Description of some mechanical properties of the organ of Corti.** *J. acoust. Soc. Amer.*, 1953, **25**, 770–785.—The author reviews many of the early attempts to observe the action of the organ of Corti, and then describes his own technique in detail. The deformation patterns to mechanical stimuli of various structures of the organ of Corti are described. This work leads to a consideration of the organ of Corti as an impedance-matching device and to a discussion of the advantages of a curved, rather than a straight-elongated, cochlea. The traveling waves along the cochlear partition are discussed with special reference to the activity of resonance and non-resonant systems.—(I. Pollack).

2131. **Békésy, G. v.** (Harvard U. Cambridge, Mass.) **Shearing microphonics produced by vibrations near the inner and outer hair cells.** *J. acoust. Soc. Amer.*, 1953, **25**, 786–790.—The electrical effects of a vibrating probe upon the tectorial membrane of the inner ear are described. The size of these microphonics is a function of the place of stimulation upon the tectorial membrane and the place of movement of the vibrating probe. Two differentially acting sets of microphonic generators were discovered. It is suggested that "these two sets may be able to discriminate between radial and longitudinal vibrations of the organ of Corti, a change that occurs near the place of maximal stimulation in the cochlea exposed to a tone."—(I. Pollack).

2132. **Benson, R. W., & Hirsh, Ira J.** (Central Inst. Deaf, St. Louis, Mo.) **Some variables in audio spectrometry.** *J. acoust. Soc. Amer.*, 1953, **25**, 499–505.—The role of several variables in the determination of the long-time average spectrum of speech was examined. The variables were: type of speech material, sampling time, and band-width interval. No significant differences were obtained as a function of these variables. Except for the speech power in the octave band of 75–100 cps, no important differences between male and female voices were obtained. The definition of "over-all level" is discussed in connection with the results of previous investigators.—(I. Pollack).

2133. **Dederding, Dida.** (Kommunehospital, Copenhagen, Denmark.) **The effect of quinine on the guinea-pig labyrinth; physiological and histological investigations.** Copenhagen: Centraltrykkeriet, 1953. 45 p. 5 Kr.—The effect of quinine and atropine on the peripheral vestibular and auditory system of the guinea pig was studied. A series of characteristic vestibular reactions are observed after a single subcutaneous injection of quinine. These nystagmic and postural reactions may appear isolated as well as combined. Acoustical reactions grossly follow the vestibular manifestations. Atropine has a distinct inhibitory effect on both vestibular and acoustic reactions. Histological examination of the labyrinths shows that the effect of quinine is primarily that of endolymphatic compression—a phenomenon which is closely related with that observed with certain human diseases of the labyrinth system. 33 references.—(I. Pollack).

2134. **Evarts, Edward V. Effect of auditory cortex ablation on frequency discrimination in monkey.** *J. Neurophysiol.*, 1952, **15**, 443–448.—"Ablation of the auditory cortex in the monkey (Macaca mulatta) has been shown to be without effect upon initial learning of a frequency discrimination, and to result in either temporary amnesia or no deficit whatever when such a discrimination has been learned preoperatively. These findings demonstrate that tonotopic organization within the auditory cortex of the monkey is not associated with localization of function with respect to tonal discrimination."—(C. E. Henry).

2135. **Harris, J. Donald.** (Med. Res. Lab., Submarine Base, New London, Conn.) **A brief critical review of loudness recruitment.** *Psychol. Bull.*, 1953, **50**, 190–203.—The phenomenon wherein, for an equivalent increase in signal strength, the growth of loudness in a non-normal ear may outstrip by far the growth of loudness in a normal ear, is known as "recruitment." The literature is critically reviewed under the headings: Psychoacoustic situations affected by recruitment; characteristics of recruitment; theories; analogies in the normal ear. 129-item bibliography.—(M. R. Marks).

2136. **Harris, J. Donald, & Rawnsley, Anita I.** (U. S. Naval Med. Res. Lab., New London, Conn.) **Patterns of cochlear adaptation at three frequency regions.** *J. acoust. Soc. Amer.*, 1953, **25**, 760–764.—The method of adaptation was employed to investigate the spread of excitation produced by 3 regions of auditory frequencies. While the spread of adaptation to adjacent frequencies is very sharp relative to the initially broad amplitude pattern, it is rather broad within the region represented by the frequency differential threshold. These data, presumably, represent a stage of handling frequency information intermediate between these latter extremes.—(I. Pollack).

2137. **Hauty, G. T., & Wendt, G. R.** (U. Rochester, N. Y.) **Studies of vestibular function: I. The duration of primary nystagmus as a function of speed of rotation and of acceleration.** *J. Psychol.*, 1953, **36**, 143–151.—This is a first report on the relation of duration of primary ocular nystagmus in man to the total amount of work done on the ear: speed of rotation, and rate of acceleration. Duration of nystagmus appeared constant, unaffected by amount of work done on the ear. When the period of acceleration was lengthened, the primary nystagmus was also lengthened; in very long trials secondary nystagmus (inverse) sometimes appeared while subject was still being stimulated.—(R. W. Husband).

2138. **Meyer, Max F. Crucial experiments in cochlear mechanics.** *Amer. J. Psychol.*, 1953, **66**, 261–269.—Two experiments are presented the data of which are consonant with the "hydraulic theory" of cochlear mechanics and at variance with "vibratory theories" of cochlear mechanics.—(J. A. Stern).

2139. **Meyer, Max F. The traditional formulas for pitches created in the cochlea.** *Amer. J. Psychol.*, 1953, **66**, 306–309.—Three traditional formulas for pitches created in the cochlea are described. These theories were all tested experimentally by the author and the conclusion arrived that, "All three formulas are useless arithmetically, without even mentioning that none of them offers an idea *how the cochlea functions mechanically.*" The hydraulic theory of coch-

lear mechanics is recommended as offering a solution, albeit not one simply arrived at.—(J. A. Stern).

2140. **Moon, Parry.** (Mass. Inst. Tech., Cambridge.) **A scale for specifying frequency levels in octaves and semitones.** *J. acoust. Soc. Amer.*, 1953, **25**, 506–515.—"A new system of specifying frequency level is proposed. It utilizes the logarithm (base 2) of the relative frequency, expressed in duodecimal notation. In this way the designation of musical intervals and musical scales is related directly to frequency, yet the numbers repeat in each octave and the semitones of the equitempered chromatic scale are expressed exactly as 0.100, 0.200, 0.300,... The new notation is applied to the macrodesignation of semitones and octaves, and to the microdesignation of true intervals and of Pythagorean and Ptolemaic scales."—(I. Pollack).

2141. **Mygind, S. H. An attempt to explain the so-called recruitment or regression phenomenon.** *Eye, Ear, Nose, Thr. Mon.*, 1951, **30**, 418–426.—A lesion or at least a disturbance, of the vibrational pattern of the tectorial membrane is assumed. Although there is no increase in endolabyrinthine pressure, a distortion of the secondary waves in the tectorial membrane takes place. The disappearance of the displacement at 4,000 d.v. and its reversion at 8,000 d.v. may be caused by the vulnerability of the perception apparatus increasing rapidly in the corresponding region, as in nervous affections. A comparatively weaker and smaller number of elements will be stimulated and irritated by increased intensity in the basal part than in the apical part, the latter thus getting the upper hand.—(J. C. G. Loring).

2142. **Niven, J. I. & Graybill, Ashton. Directional sensitivity of the semicircular canals following unilateral labyrinthectomy in man.** *U. S. Naval Sch. Aviat. Med. Res. Rep.*, 1953, Proj. No. NM 001 059.01.36, (Rep. No. 36), 8 p.—Five unilaterally-labyrinthectomized, female subjects were exposed to rotation in either direction in the horizontal plane at speeds of 1 to 10 rpm. Direction of turning did not significantly influence duration of the oculogyral illusion or sensations of apparent turning. The results indicate that Ewald's Law of maximum sensitivity of the horizontal canals to ampullopetal flow of the endolymph does not hold for man. 18 references.

2143. **Rubin, Alan, & Winston, Julius.** (U. Pennsylvania, Philadelphia.) **The effects of menstruation upon vestibular function in normal women.** *J. Aviat. Med.*, 1953, **24**, 234–236.—"No significant differences were found in vestibular function tested during the first half as compared with the second half of the menstrual cycle, or during menstruation as compared with either the first or second half of the menstrual cycle."—(A. Chapanis).

2144. **Tasaki, Ichiji, & Fernández, César.** (Central Institute for the Deaf, St. Louis, Mo.) **Modification of cochlear microphonics and action potentials by KCl solution and by direct currents.** *J. Neurophysiol.*, 1952, **15**, 497–512.—Microtechniques are described which permit selective recording, stimulation and perfusion of different cochlear turns in the guinea pig. Replacing perilymph with Ringer solution had no effect, but adding KCl reduced (reversibly) both cochlear and action potentials. Localized effects of KCl and D. C. polarization revealed considerable independence of apical and basal turns; the latter responded to all frequencies and the former only to low frequency sounds. D. C. from scala vestibuli to scala tympani enhanced cochlear response while reversed polarization depressed.—(C. E. Henry).

2145. **Thetford, Paul E., & Guedry, Fred E., Jr. Judgment of the postural vertical during exposure to a misleading visual framework in unilaterally labyrinthectomized subjects.** *U. S. Naval Sch. Aviat. Med. Res. Rep.*, 1952, Proj. No. NM 001 063.01.27, (Joint Rep. No. 27), 5 p.—4 unilaterally labyrinthectomized human Ss made judgments of the postural vertical in the presence of a tilted visual framework. In general, the estimates of postural verticality were not displaced in the direction of the injured side. The tilted visual framework did not have unusual effects on the judgments rendered.

2146. **Thetford, Paul E., & Guedry, Fred E., Jr. The postural vertical in unilaterally labyrinthectomized individuals.** *U. S. Naval Sch. Aviat. Med., Res. Rep.*, 1952, Proj. No. NM 001 063.01.26, (Joint Rep. No. 26), 6 p.—5 female human Ss with only one functioning labyrinth were tilted 20 degrees right and left under conditions of delay (45 seconds) and no delay in the tilted position. Displacement of the postural vertical in direction of the injured side was not exhibited by these Ss. The results indicate that Ss respond to delay about the same as normal Ss. Adaptation to tilt was not specific to the healthy side.

2147. **Tonndorf, Juergen. Combined effect of noise and hypoxia upon the auditory threshold.** *USAF, Sch. Aviat. Med. Proj. Rep.*, 1953, Proj. No. 21–1203–0001, Rep. No. 1, iii, 9 p.—The combined effect of hypoxia and noise upon the auditory threshold of human subjects was evaluated during and after noise exposure. Although the effect of both agents is similar as to temporary threshold impairment and subsequent improvement, hypoxia was shown to act beyond the cochlear level (i.e., upon the central part of the auditory system) while noise is known to affect the organ of Corti directly. This finding aids in comprehending the pattern of masking curves of impaired ears. Incomplete recession was used as a descriptive term; it is now explained as a phenomenon of true nerve-type deafness. 17 references.

2148. **Tonndorf, Juergen, & Brogan, Francis A. Short-duration auditory fatigue after white-noise stimulation: development of a routine test procedure.** *USAF, Sch. Aviat. Med. Proj. Rep.*, 1953, Proj. No. 21–1203–0001, Rep. No. 3, iii, 14 p.—A method is described for routine testing of short-duration auditory fatigue. From the results on normal-hearing subjects, it was found that the combination of white-noise stimulation and click probes may yield the most information for differentiation of subjects as to threshold shift, return pattern, and an aftereffect which may either overshoot or consist of a secondary drop. This method is intended for use in a follow-up study to determine whether or not there is a correlation between reversible auditory fatigue and permanent noise-induced hearing loss. The method may then be used to predict susceptibility to noise. 21 references.

2149. **Zwislocki, Jozef.** (Harvard U., Cambridge, Mass.) **Acoustic attenuation between the ears.** *J. acoust. Soc. Amer.*, 1953, **25**, 752–759.—3 methods were employed to investigate acoustical leakage: the well-known methods of cross masking and best beats, and a compensation or null method in which the acoustical leakage is cancelled. The latter method, original with the author, is more precise than the others

and permits phase measurements as well. By a series of experiments, it is shown that bone conduction is chiefly responsible for acoustical leakage between the ears. Conditions under which interaural insulation is sharply increased are discussed.—(I. Pollack).

2150. **Zwislocki, Jozef.** (Harvard U., Cambridge, Mass.) **Review of recent mathematical theories of cochlear dynamics.** *J. acoust. Soc. Amer.*, 1953, **25**, 743–751.—In recent years, there have been a large number of theoretical examinations of the activity of the cochlea. The author reviews these examinations and demonstrates their points of agreement and disagreement, both with respect to each other and with respect to available empirical evidence. The theories are divided into two classes based upon their mathematical treatment, which is, in turn, determined by initial assumptions of the nature of the excitation waves. "The analysis of the individual theories indicates a certain convergence of opinions, and it is clear that definite progress has been achieved toward an understanding of the dynamic behavior of the cochlea."—(I. Pollack).

(See also abstracts 3419, 3428)

RESPONSE PROCESSES

2151. **Aberle, Sophie D., & Corner, George W. Twenty-five years of sex research: history of the National Research Council Committee for Research in Problems of Sex, 1922–1947.** Philadelphia: Saunders, 1953. v, 248 p. $4.00.—In 5 chapters the history of the formation of this Committee and its work during the past quarter century are described. Appendixes include a classification of subjects in the biology of sex, members of the Committee, grants made by the Committee, and a 100-page bibliography of publications from Committee supported research.—(C. M. Louttit).

2152. **Ammons, R. B., & Ammons, C. H.** (U. Louisville, Ky.) **Motor skills bibliography: VII. Psychological Abstracts, 1937, Volume 11.** *Percept. Mot. Skills Res. Exch.*, 1952, **4**, 89–96.—A selected bibliography of 191 references, keyed to reference numbers in *Psychological Abstracts.*—(S. B. Sells).

2153. **Astrand, Per-Olof.** (Kungliga Gymnastika Centralinstitutet, Stockholm, Sweden.) **Experimental studies of physical capacity in relation to sex and age.** Copenhagen: Ejnar Munksgaard, 1952. 171 p. Dan. Kr. 10.00.—Reporting upon an investigation carried on during 1947–51, Åstrand discusses the 112 female and 115 male subjects whose ages ranged from 4 to 33 years from the standpoint of providing "psychological understanding of the great physical performances done, for instance, in sport, games, and during hard manual labor." As a result of his studies he concludes that "A decisive analysis of an individual's working capacity is impossible. Different factors will, in varying degrees, influence the performances of different individuals, and for one and the same person the working capacity varies from day to day. The psychological state is probably most unstable." Extensive bibliography.—(M. A. Seidenfeld).

2154. **Beach, Frank A., & Kagan, Jerry.** (Yale U., New Haven, Conn.) **Effects of early experience on mating responses in male rats.** *Science*, 1953, **117**, 465.—Abstract.

2155. **Boyd, Hugh.** (Severn Wildfowl Trust, Slimbridge, Eng.) **On encounters between wild white-fronted geese in winter flocks.** *Behaviour*, 1953, **5**, 85–129.—Extensive field observations on large flocks of White-fronted geese over a three-winter period are reported. Particular attention is given to description of contacts eliciting dominant or submissive behavior. Family groups show little within-group contact of this type, but given families show uniformity of status, it appearing that "the status of a goose is determined by its membership of a unit, rather than . . . the status of a unit determined by any member of it." Conflict is produced by sexual rivalry, interference with movement and preservation of family coherence. Conflict over food was rarely observed. German summary.—(L. I. O'Kelly).

2156. **Buegel, Hermann F.** (U. North Dakota, University.), **& Spangler, Harry S. A summary of the history of piano instruction: V. Some criticisms of the school of weight touch of Rudolph Maria Breithaupt.** *Percept. Mot. Skills Res. Exch.*, 1952, **4**, 60–74.—This article is a critical review, from the standpoint of analysis in terms of perceptual and motor skills, of the method of piano instruction most generally used in America at the beginning of the twentieth century, the "School of Weight-Touch: Natural Piano Technic," by Breithaupt.—(S. B. Sells).

2157. **Bullock, Theodore Holmes.** (U. California, Los Angeles.) **Predator recognition and escape responses in some intertidal gastropods in presence of starfish.** *Behaviour*, 1953, **5**, 130–140.—Experimental tests show that limpets and snails forming common prey of starfish execute escape responses that are specific to the starfish. The effective stimulus appears to be the tube-foot of the starfish and escape reactions in the limpet may be elicited by detached tube-feet. Some of the observations suggest that specifically differentiated chemical stimuli may be involved. 16 references. German summary.—(L. I. O'Kelly).

2158. **Denenberg, Victor H.** (Human Resources Research Office, Field Unit 1, Ft. Knox, Ky.) **A simplified method of measuring kinesthetic reaction-times.** *Amer. J. Psychol.*, 1953, **66**, 309–311.—A simplified method which is rapid, does not require much equipment, and yields satisfactory reliability is reported. Results of an experiment using this apparatus are reported and results proved to be comparable to those found by Chernikoff-Taylor with a more complex procedure.—(J. A. Stern).

2159. **Dittborn, Julio.** (U. Chile, Santiago de Chile.) **Conditioning of hypnosis to different signs of the same significance.** *J. clin. exper. Hypnosis*, 1953, **1**(3), 1–3.—The differences in the response latency to the production of an hypnotic trance to various signs of the number six was investigated. The differences were significant between the pair (6; six) and the pair (VI; 12:2). Hypotheses to explain the results are put forward and it is suggested that the procedure may supply an additional means of checking on the depth of the hypnotic trance.—(E. G. Aiken).

2160. **Edgington, Eugene S.** (Michigan State Coll., E. Lansing.) **Kinesthetically guided movements of head and arm.** *J. Psychol.*, 1953, **36**, 51–57.—This was a study of kinesthesis in motor performance. Two experiments were conducted to determine the influence of certain factors upon the ability of a person to look where he is pointing or to point where he is looking, vision of pointing hand and arm being excluded. Variability of localizing was greater when a person looks where he is pointing than when he points

where he is looking. In turning to where they were pointing, S's did not move their heads far enough.—(R. W. Husband).

2161. **Fleishman, Edwin A. A factor analysis of intra-task performance on two psychomotor tests.** *Psychometrika*, 1953, **18**, 45–55.—In psychomotor tests the influence of abilities tested may shift in importance. It is needed to know when fluctuations occur, at what point the test is most complex, and when it measures only one variable. The answers are provided by application of factorial methods.—(M. O. Wilson).

2162. **Fleishman, Edwin A. A factor analysis of intra-task performance on two psychomotor tests.** *USAF, Hum. Resour. Res. Cent. Res. Bull.*, 1953, No. 53–13, 11 p.—Reprinted from *Psychometrika*, 1953, **18**, 45–55 (see **28**: 2161).

2163. **Fleishman, Edwin A.** (HRRC, Lackland AFB, Tex.) **Testing for psychomotor abilities by means of apparatus tests.** *Psychol. Bull.*, 1953, **50**, 241–262.—"In this paper, an attempt has been made to examine the area of psychomotor skills research from the point of view of aptitude test development. The historical background of psychomotor test development is presented, problems attending the use of such tests are discussed, and previous factor analysis studies in this aptitude area are summarized. Suggested directions of future research are discussed in terms of possible research approaches and certain methodological problems having research implications." 42 references.—(M. R. Marks).

2164. **Fuller, John L.** (R. B. Jackson Mem. Lab., Bar Harbor, Me.) **Cross-sectional and longitudinal studies of adjustive behavior in dogs.** *Ann. N. Y. Acad. Sci.*, 1953, **56**, 214–224.—The interaction of genetics with the general environmental background is the major point made in this report, which presents the results of studies of maladaptive dog subjects at the Jackson Memorial Laboratory.—(S. Ross).

2165. **Glasner, Samuel.** (Bd. Jewish Educ., Baltimore, Md.) **Research problems in the educational and social psychological applications of hypnosis.** *J. clin. exp. Hypnosis*, 1953, **1**(2), 42–48.—After reviewing portions of the existing literature on the use of hypnosis in research in the areas of learning and recall and social psychology, the author concludes: "... the application of hypnosis to research in the fields of educational and social psychology is practically virgin territory. Imaginative investigators should be able to develop numerous interesting experiments in these two great areas." 28 references.—(E. G. Aiken).

2166. **Goguelin, P., & Guyot, D. Contribution à l'étude du complexe rapidité-précision.** (A contribution to the study of speed vs. accuracy.) *BINOP*, 1953, **9**, 34–43.—A description of 2 tests designed to measure capacity for accuracy (1) in tasks where errors can be corrected, and (2) in tasks where errors cannot be corrected. A series of experiments on the relationships between speed and accuracy are presented.—(G. Dufresne).

2167. **Guze, Henry. The phylogeny of hypnosis.** *J. clin. exper. Hypnosis*, 1953, **1**(3), 41–46.—"An attempt is made to derive hypnosis phylogenetically from the basic adient-abient and emotional responsiveness of organisms. Hypnosis is functionally described as a state of readiness for emotional action increasingly subordinated to cortical influences as one ascends phylogeny, but nonetheless consistently present in animal organisms in a variety of forms." 35 references.—(E. G. Aiken).

2168. **Israeli, Nathan.** (Long Island U., Brooklyn, N. Y.) **Experimental study of projection in time: I. Outlook upon the remote future—extending through the quintillionth year.** *J. clin. exp. Hypnosis*, 1953, **1**(2), 49–60.—"This report on research now under progress is concerned with time projection and with hypnotic imagination and dreams of projection into varying remote future periods extending to the very distant quintillionth year... This paper reports on the self-ratings for hypnosis depth reached by the subjects, their description of life, things, and events, in connection with each projection into a future period, and their visual or non-visual imagery." 35 references.—(E. G. Aiken).

2169. **Kas'ianov, V. M., & Fruktov, A. L. Vliianie sily zvukovogo signala na skorost' dvigatel'nykh aktov cheloveka.** (The influence of the intensity of the auditory signal on the speed of motor acts in man.) *Fiziol. Zh. SSSR*, 1952, **38**(6), 681–688.—As regards voluntary movement intense auditory stimuli are capable of shortening the latent period of excitation and the time for running a standard course. In this connection increase of excitability of the cerebral cortex by means of physical exercise leads to a greater decrease of latency in the evening than in the morning.—(L. D. London).

2170. **Kellogg, W. N.** (Florida State U., Tallahassee.) **Bibliography of the noises made by marine organisms.** *Amer. Mus. Novit.*, 1953, No. 1611, 5 p.—A bibliography of 53 items concerning sound production by marine animals, and the detection of ambient water noises.—(C. M. Louttit).

2171. **Kline, Milton V.** (Long Island U., Brooklyn, N. Y.) **Toward a theoretical understanding of the nature of resistance to the induction of hypnosis and depth hypnosis.** *J. clin. exp. Hypnosis*, 1953, **1**(2), 32–41.—Theoretical and descriptive pictures of the various levels and types of hypnotic states are presented with special reference to the characteristics of the somnambulistic states. Resistance to hypnotic induction in general and that to depth states in particular is considered and 4 major theoretical deductions with regard to such resistance are presented. 22 references.—(E. G. Aiken).

2172. **Krestovnikov, A. N., & Kossovskaia, E. B. Fiziologicheskii analiz dvigatel'noi deiatel'nosti sportsmena na osnove ucheniia I. P. Pavlova.** (Physiological analysis of the motor activity of sportsmen on the basis of I. P. Pavlov's theory.) *Fiziol. Zh. SSSR*, 1952, **38**(4), 413–422.—The level of athletic performance of sportsmen increases during the training period, as motor habits are built up and refined in the course of making more precise the corresponding "motor dynamic stereotypes" and in the course of "establishing the precise spatial and temporal relationships of the excitatory-inhibitory processes." With cession of training, while the "basic structure of the motor act" is retained, the "more highly specialized associations extinguish."—(L. D. London).

2173. **Kvasov, D. G. O razvitii avtomatizirovannykh dvizhenii ruki.** (On the development of automaticized movements of the hand.) *Fiziol. Zh. SSSR*, 1952, **38**(4), 423–433.—"Automatization is a form of functional isolation of cortical excitation and, along with this, of its concentration and stabilization. As a re-

sult of such conditioned isolation, as a consequence of the power of cortical inhibition, because of the wholeness of cortical activity, and because of the optimally excited [cortical] areas, associated, as I. P. Pavlov points out, with the phenomenon of consciousness, the excitation of the motor apparatus, in the course of becoming relatively simple, stable, and machine-like, loses both the property of awareness and, along with this, its complicatedness, variability, and instability."—(I. D. London).

2174. **LeCron, Leslie M. A method of measuring the depth of hypnosis.** *J. clin. exp. Hypnosis*, 1953, **1**(2), 4–7.—"By providing the hypnotized subject with a yardstick of measurement, a reply to the question 'how deep are you?' may be obtained from the subconscious mind of the subject himself. This is expressed verbally in percentages of from 1 to 100, with percentage values arbitrarily assigned by the operator to different stages of trance. Indications from testing 30 subjects are that their replies are valid, possibly to an astounding degree of accuracy."—(E. G. Aiken).

2175. **Meyer, Donald R., Bahrick, Harry P., & Fitts, Paul M. Incentive, anxiety, and the human blink rate.** *USAF, Hum. Resour. Res. Cent. Res. Bull.*, 1953, No. 53–19, 5 p.—Reprinted from *J. exp. Psychol.* (see **28**: 419).

2176. **Newbold, George. Some medico-legal problems and the Hypnotism Act.** *Brit. J. med. Hypnotism*, 1953, **4**(3), 12–16.—The implications of the Hypnotism Act of April 1st, 1952 are discussed in relation to the so-called stage hypnotists as well as to the legitimate psychiatric practitioners. Problems concerning charges of malpractice against practitioners are mentioned, and note is made of the use of hypnosis in the area of crime detection and confessions. —(A. D. Haggerty).

2177. **Payne, Robert B., & Hauty, George T.** (USAF Sch. Aviat. Med., Randolph Field, Tex.) **The effects of motion-sickness preventives upon certain perceptual-motor components of the pilot's task.** *USAF Sch. Aviat. Med. Proj. Rep.*, 1953, Proj. No. 21-1601-004, (Rep. No. 3), iii, 4 p.—64 subjects received preliminary training on a complicated compensatory pursuit task involving simulated aircraft instruments and controls, then continued work for four hours under conditions designed to appraise the side effects of certain motion-sickness preventives. A significant, persistent, adverse effect having a latency of about one hour was produced by a mixture consisting of 0.65 mg. hyoscine hydrobromide and 50 mg. diphenhydramine hydrochloride (benadrylhyoscine), but performance under hyoscine alone was indistinguishable from those of control and lactose groups.

2178. **Payne, Robert B., & Hauty, George T.** (USAF Sch. Aviat. Med., Randolph Field, Tex.) **The pharmacological control of work output during prolonged tasks.** *USAF Sch. Aviat. Med. Proj. Rep.*, 1953, Proj. No. 21-1601-0004, (Rep. No. 2), iii, 11 p.—8 subjects received preliminary training on a complicated compensatory pursuit task involving simulated aircraft instruments and controls, then continued work for four hours under various combinations of motivational and pharmacological conditions. No performance effects attributable to differences in motivational techniques were observed, but analeptic and sedative drugs produced maximum and minimum performance levels, respectively. Task attitudes were affected significantly by the experimental treatments, but these fail to account for performance variation.

2179. **Riche, Charles V., Jr.** (U. Washington, Seattle.), **& Allen, George W. 'Perception' and Wundt's D-reaction.** *Percept. Mot. Skills Res. Exch.*, 1952, **4**, 81–87.—24 subjects practiced with four complex percepts, two simple percepts and a reaction time stimulus in an experimental comparison of simple reaction time and perception, defined as latency of recognition response to relatively ambiguous and unstructured material. A significant difference was found between both the complex and the simple percepts and the simple reaction time. Differences produced by speed vs. accuracy instructions were negligible. It was concluded that perception, as defined, must be some form of recognition response, different from a simple reaction.—(S. B. Sells).

2180. **Richter, Curt P.** (Johns Hopkins Hosp., Baltimore, Md.) **Behavior cycles in man and animals.** *Science*, 1953, **117**, 470.—Abstract.

2181. **Royer, P.-H.** (Centre Psychotherapeutique, Nancy, France.) **Psycho-physiologie de la soif.** (Psychophysiology of thirst.) *Encéphale*, 1953, **42**(2, Suppl. 1), 1–14.—In the first part of this paper the author considers various physiological mechanisms related to the experience of thirst, and reviews pertinent experiments in the field. From there he proceeds to the problem of alcoholism. There is no clear relationship between the two problems.—(M. L. Simmel).

2182. **Schneck, Jerome M. A theory of hypnosis.** *J. clin. exper. Hypnosis*, 1953, **1**(3), 16–17.—"This theory of hypnosis proposes then, that the hypnotic state, in terms of its basic ingredient, is that condition represented by the most primitive form of psychophysiological awareness of individual-environmental differentiation attainable among living organisms. The capacity to move in the direction of functioning which would bring to the fore this most primitive state to the greatest degree possible probably varies among different organisms. The retention of some degree of such capacity probably obtains among all biological forms."—(E. G. Aiken).

2183. **Simon, J. Richard, De Crow, Thurlow W., Lincoln, Robert S., & Smith, Karl U.** (U. Wisconsin, Madison.) **Effects of handedness on tracking accuracy.** *Percept. Mot. Skills Res. Exch.*, 1952, **4**, 53–57.—Tracking accuracy of both direct and aided tracking performances was investigated for both the preferred and non-preferred hand in right- and left-handed individuals. No significant differences were found. It is suggested that unidimensional visual tracking using a hand-wheel control differs from certain other psychomotor skills, in that neither handedness nor hand usage significantly affects accuracy.—(S. B. Sells).

2184. **Spurway, H.** (U. Coll., London, Eng.) **The escape drive in domestic cats and the dog and cat relationship.** *Behaviour*, 1953, **5**, 81–84.—"Domestic cats reared without access to the street develop a pathological timidity, attributable to the escape drive being released by stimuli which would otherwise be subliminal. I suggest that in European and American cities dogs and cats form a commensality in which the cats provide the stimuli releasing the chasing instinct of dogs, and dogs the stimuli releasing the flight instinct of cats, thus mutually satisfying otherwise starved drives."—(L. L. O'Kelly).

2185. **Spurway, H.** (U. Coll., London, Eng.) **Territory and evolution in sticklebacks.** *New Biol.*, 1953, No. 14, 33–43.—In this article, being a note on Dr. Tinbergen's paper (see **28**: 2186), the author discusses some problems pertaining to the instinctive behaviour, the nature of animal communication and the significance of the ethological concepts, such as of sign stimuli, for taxonomy. 24 references.—(M. Choynowski).

2186. **Tinbergen, N.** (Oxford U., England.) **Fighting and threat in animals.** *New Biol.*, 1953, No. 14, 9–24.—Having analysed the spacing-out effects of fighting in animals, the author discusses factors controlling fighting, threat ceremonies and evolution of threat behaviour, as well as the nature and function of threat display.—(M. Choynowski).

2187. **van der Kloot, William G., & Williams, Carroll M.** (Harvard U., Cambridge, Mass.) **Cocoon construction by the Cecropia silkworm. I. The role of the external environment.** *Behaviour*, 1953, **5**, 141–156.—Detailed description of the cocoon construction of the silkworm shows that the spinning behavior is "compounded of reflex-like responses to external stimuli and of 'emitted' behavior independent of external stimulation." German summary.—(L. I. O'Kelly).

(See also abstracts 1941, 1973, 2018, 2762)

COMPLEX PROCESSES AND ORGANIZATIONS

2188. **Benton, Arthur L., & Bandura, Albert.** (State U. Iowa, Iowa City.) **"Primary" and "secondary" suggestibility.** *J. abnorm. soc. Psychol.*, 1953, **48**, 336–340.—This study is an attempt to verify the findings of Eysenck and Furneaux (using a normal rather than abnormal population) with regard to the factorization of performance into two types of suggestibility, designated as "primary" (ideomotor) and "secondary" (indirection or gullibility). The results seem to indicate that the Eysenck-Furneaux conclusions do not apply to a group of normal young adults of superior intelligence.—(L. N. Solomon).

2189. **Buchwald, Alexander Miller. Studies in motivation and conflict in the rat.** *Dissertation Abstr.*, 1953, **13**, 255.—Abstract of Ph.D. thesis, 1952, U. Minnesota. Microfilm of complete manuscript, 72 p., $1.00, University Microfilms, Ann Arbor, Mich., Publ. No. 4846.

2190. **Caruso, Igor. Le surmoi et le bouc emissaire.** (The superego and the scapegoat.) *Psyché, Paris*, 1953, **8**, 262–276.—A theory is advanced linking the superego, the "complex of the Angel" and the "complex of the scapegoat." The superego rejects those "menacing" situations, sources of potential danger which have been recognized and condemned by the ego—the complex of the Angel; these potentially traumatic situations are then projected into a person or an act which can be used as a "scapegoat."—(G. Besnard).

2191. **Darrow, Chester W.** (Inst. Juv. Res., Chicago, Ill.) **The relation of cerebral to autonomic activity in the conditioned emotional reactions of children.** *Ann. N. Y. Acad. Sci.*, 1953, **56**, 289–301.—The results presented support the view that "in emotionally less stable individuals, including children, stimulation tends to increase slow alpha-like or theta activity in precentral portions of the brain." It is possible to graph the effect as an increased anterior dominance. This effect may be conditioned. The evidence seems to indicate that "the ability to build up postcentral alpha dominance in defence against repeated and expected disturbing conditioned and unconditioned stimuli is a characteristic of 'normal' nervous systems."—(S. Ross).

2192. **Gerson, Walter. Über die Enttäuschung.** (About disillusion.) *Sammlung*, 1953, **8**, 303–309.—Life is a continuous cycle between illusions and disillusions. We have to strive constantly to liberate ourselves from our illusions and have to cope with our disillusions.—(M. J. Stanford).

2193. **Irwin, Francis W.** (U. Pennsylvania, Philadelphia.) **Stated expectations as functions of probability and desirability of outcomes.** *J. Pers.*, 1953, **21**, 329–335.—Marks (see **26**: 3324) found that when children drew cards from a pack their stated expectations of drawing a picture card were much higher when that card was "desirable" than when "undesirable." The purpose of the present study was (1) to determine whether this tendency would hold for adults, and (2) if the answer to number 1 was positive, to test a hypothesis concerning this finding. The results indicated that adults tend to respond as do children, although the difference between their responses for "desirable" and for "undesirable" cards was less than that for children. The hypothesis that an excess of stated expectations of "desired" cards would be compensated for by lowered confidence in these expectations was rejected; in fact, there was a slight trend in the opposite direction.—(M. O. Wilson).

2194. **Iverson, Marvin A. A factor analysis of judgments assigned to five classes of verbally described anger-arousing situations.** *Dissertation Abstr.*, 1953, **13**, 263.—Abstract of Ph.D. thesis, 1953, U. Pennsylvania. Microfilm of complete manuscript, 79 p., $1.00, University Microfilms, Ann Arbor, Mich., Publ. No. 4938.

2195. **Kelman, Herbert C.** (Johns Hopkins U., Baltimore, Md.) **Attitude change as a function of response restriction.** *Hum. Relat.*, 1953, **6**, 185–214.—An attitude questionnaire about comic books was administered to 3 groups. These 3 groups were then subjected to a lecture which took the opposite position to that expressed by them. They were then asked to write a defense of their position; one group with no other treatment, a second group with a promise of some reward if agreement with the lecture eventuated, and a third group with a guarantee of reward for all who agreed with the lecturer. While conformity to lecturer views followed along with the degrees of promised reward the intermediate group showed the largest degree of attitude change upon readministration of the questionnaire the following week. 27 references.—(R. A. Littman).

2196. **Mech, E. Victor; Schaerer, Robert W., & Anble, Donavon.** (Indiana U., Bloomington, Ind.) **The effects of "set" on group performance under strong auditory stimuli.** *J. Psychol.*, 1953, **36**, 187–194.—3 groups of 13 S's each performed a coding task for 20 minutes, each of 5 days, each day under a quiet and a noisy condition. Verbal noise was a record of dramatic news reporting ("I Can Hear It Now"). One group heard a tape-recorded "set" to the effect that they should do better under quiet, and the other better under noisy conditions. Summary: "Analysis of the data indicated: (a) the pre-task sets did not produce differential group results in the desired direction; (b) verbal noise, of an accelerated intensity level, does

not appear to have any necessary effects upon routine performance."—(R. W. Husband).

2197. **Murray, Gilbert. Presidential address.** *Proc. Soc. psych. Res., Lond.*, 1952, **49**, 155–169.—Reflections on changes of outlook in England during the last two or three generations on matters of psychological and psychical interest are presented together with a special discussion of the speaker's own well-known telepathy experiments of 1915–24.—(B. M. Humphrey).

2198. **Nacht, Sacha. Essai sur la peur.** (Essay on fear.) *Rev. franç. Psychanal.*, 1952, **16**, 534–549.—(1) There is no subjective fear without an aggressive drive, fear being always engendered by primary aggression when a weak ego can not control it; (2) Fear experienced by the infant disturbs the functioning and development of the physiological systems on which is based, in all probability, the structure of the ego; (3) The emotional awakening effected by treatment comprises a corrective experience, thanks to which functional disturbances can be modified with improved ego strength. Fear is not only an influence in psychic function but a pathogenic factor, the very nucleus of the pathogenic element.—(G. Rubin-Rabson).

2199. **Noble, Clyde E. The meaning-familiarity relationship.** *USAF, Hum. Resour. Res. Cent. Res. Bull.*, 1953, No. 53–15, 10 p.—Reprinted from *Psychol. Rev.*, 1953, **60**, 89–98.

2200. **Parker-Rhodes, A. F. On causation of psi phenomena.** *J. Soc. psych. Res., Lond.*, 1953, **37**, 85–89.—Results may be expected to respond in some way to the intentions of the experimenter, hence, different experimenters tend to get different sorts of results. Two causations are determinism and animism. Psi phenomena involve acts of will (animism), yet there are also exceptions when unexpected results may occur. Some "reorientation is evidently demanded by parapsychological evidence, and it is better to proceed step by step than to revert at one bound to animism or spiritism, from which science has been so long in freeing itself."—(O. I. Jacobsen).

2201. **Podolsky, Edward. Emotions and the brain.** *Indian med. Rec.*, 1952, **72**(12), 96–98.—Evidence is cited in support of the statement that there is no doubt that the emotions have their origin in the brain but there is no part of the brain in which emotions can be said to arise exclusively.—(A. J. Sprow).

(See also abstract 1969)

Learning & Memory

2202. **Abom, Murray.** (Michigan State Coll., E. Lansing.) **The influence of experimentally induced failure on the retention of material acquired through set and incidental learning.** *J. exp. Psychol.*, 1953, **45**, 225–231.—"An attempt was made to determine the influence of experimentally induced failure, with consequent 'ego threat' on retention for material acquired with set to learn and identical material learned incidentally." An experimental group and a control group were used under each condition of learning. Material consisted of 19 color plates selected from the Ishihara and Dvorine color vision tests, and 6 designs selected from the Arthur Stencil design test. Results showed that in the case of incidental learning threat significantly depressed memory scores and the alleviation of threat resulted in some recovery. The author interprets these results in that without set to learn the Ss are less apt to counteract any inhibitory effects of threat by rehearsal, overlearning, or increased motivation.—(A. K. Solarz).

2203. **Ammons, Robert B.** (U. Louisville, Ky.) **Relationship of motivation and method of testing to distribution of practice phenomena in rotary pursuit.** *Quart. J. exp. Psychol.*, 1952, **4**, 155–164.—S's were given 12 minutes of 20-second trials rotary pursuit practice with inter-trial rests of either 0, 20, 50, 120, or 300 seconds. Following a rest period averaging 25 minutes, all groups were given a 12-minute test period: half of each group practicing continuously, the other half performing 20-second trials interspersed with 5-minute rests. Two major findings are reported. First, little evidence was found for a permanent work decrement effect. Second, no systematic relationship was obtained between changes in self-ratings of motivation and changes in performance due to amount of distribution of practice. Implications of these and other results for present theory are discussed.—(F. A. Muckler).

2204. **Archer, E. James.** (Northwestern U., Evanston, Ill.) **Retention of serial nonsense syllables as a function of rest-interval responding rate and meaningfulness.** *J. exp. Psychol.*, 1953, **45**, 245–252.—"An experiment was performed in which retention of serial nonsense syllables was measured as a function of length of rest interval, meaningfulness of syllables, and rest-interval responding rate." The hypothesis that reminiscence would vary as a function of rest-interval responding rate or of meaningfulness was not supported. 20 references.—(A. K. Solarz).

2205. **Bilodeau, Edward A.** (Lackland AFB, San Antonio, Tex.) **Transfer of training between tasks differing in degree of physical restriction of imprecise responses.** *USAF Hum. Resour. Res. Cent., Res. Bull.*, 1952, No. 52–40, 15 p.—One group of 152 airmen was trained on a conventional two-hand coordination apparatus; another similar group was trained on a modified apparatus—the correct path was walled in so that it was physically impossible to make large errors. The hypothesis tested was that physical restriction of incorrect adjustments might facilitate training and result in more effective performance when these restrictions were removed. The results do not support the hypothesis.—(A. Chapanis).

2206. **Bousfield, W. A., & Cohen, B. H.** (U. Connecticut, Storrs.) **The effects of reinforcement on the occurrence of clustering in the recall of randomly arranged associates.** *J. Psychol.*, 1953, **36**, 67–81.—243 students were given stimulus-word-lists of 60 two-syllable nouns, 15 in each of these four categories: animals, names, professions, and vegetables. The authors investigated the effects of reinforcement on the incidence of clustering in the recall of items presented in random order for learning, clustering being defined as the occurrence of sequences of items in the same category. They found: total amount of clustering in recall as a positive function of the degree of reinforcement; a positive relationship between reinforcement and speed of attainment of maximum clustering; and a decrease of clustering as the supply of available associates approached exhaustion.—(R. W. Husband).

2207. **Brengelmann, Johannes C.** (Maudsley Hospital, Denmark Hill, London SE 5.) **Der Aufbau des Gedächtnisses nach Allgemeinheitsgraden.** (The building up of memory from degrees of generalizations.) *Z. exp. angewand. Psychol.*, 1953, **1**, 65–101.

—8 complex visual patterns were exposed from 0.5–10 seconds. Immediate reproductions were made. The description of error types as developed from the highly complex to simple structures was studied; an order in emergence of such errors was found. "The psychobiologic assumption of development of functions from generality towards specific ... was used to cover theoretical aspects. The constancy hypothesis was refuted, and gestalt factors were assigned a certain limited position in the learning process. The usefulness of error level scores in personality research is pointed out." 41 references. English and French summaries.—(W. Schwarz).

2208. **Carper, James W.** (Johns Hopkins U., Baltimore, Md.) **A comparison of the reinforcing value of a nutritive and a non-nutritive substance under conditions of specific and general hunger.** *Amer. J. Psychol.*, 1953, **66**, 270–277.—The rate of responding to glucose (nutritive), as measured by instrumental bar pressing, is dependent on need (0 vs 12 hrs. deprivation), while rate of responding to saccharine (non-nutritive) follows the opposite course. "Resistance to extinction was not affected by the conditions of need during conditioning or with the need-reducing properties of the reinforcement. Also, the conditions of general hunger *during extinction* did not affect resistance to extinction, whereas caloric deficiency reduced resistance to extinction."—(J. A. Stern).

2209. **Chow, Kao Liang. Stimulus-characteristics and rate of learning visual discriminations by experimentally naive monkeys.** *Amer. J. Psychol.*, 1953, **66**, 278–282.—Monkeys were trained on discrimination problems involving differences in contour, color, pattern, and brightness. All training was on planometric objects. Contours were learnt more readily than any of the other discrimination patterns. There appears to be no significant difference in speed of learning discrimination problems involving color, pattern or brightness discrimination.—(J. A. Stern).

2210. **Elam, Claude B., & Bitterman, M. E.** (U. Texas, Austin.) **The effect of an irrelevant relation on discrimination learning.** *Amer. J. Psychol.*, 1953, **66**, 242–250.—Two experiments investigating the effect of a relationally presented irrelevant variable on the rate of discriminative learning are reported. The irrelevant variable significantly retarded learning. The results are interpreted as evidence for selective and relational perception in the rat.—(J. A. Stern).

2211. **Evarts, Edward V. Effect of auditory cortex ablation on auditory-visual association in monkey.** *J. Neurophysiol.*, 1952, **15**, 435–441.—"The effect of extensive auditory cortex ablation on capacity for performance of an auditory-visual conditional problem has been studied in three monkeys (Macaca mulatta). Following operation, all subjects showed initial loss of the preoperatively learned habit, but with continued training performed at levels significantly better than chance. In spite of this relearning, however, the level of accuracy of all subjects remained significantly lower postoperatively than it had been preoperatively. No increase in day-to-day variability of level of accurate responses was noted following operation."—(C. E. Henry).

2212. **Ferster, Charles B.** (Harvard U., Cambridge, Mass.) **Sustained behavior under delayed reinforcement.** *J. exp. Psychol.*, 1953, **45**, 218–224.—A report of 5 experiments determining some of the conditions which influence the rate of a response whose reinforcement is delayed. The findings show that in 3 of 4 pigeons the rate of pecking declined to near zero with a 60-sec. delay; the 4th slowed down under 120-sec. delays. With a gradual increase in delays, 3 of 4 pigeons showed normal rates of response under 60 sec. delays. "Superstitious" behavior was observed during the delay intervals and is interpreted as similar to a chain of responses.—(A. K. Solarz).

2213. **French, Robert Stanton. Number of common elements and consistency of reinforcement in a discrimination learning task.** *USAF, Hum. Resour. Res. Cent. Res. Bull.*, 1953, No. 53-12, 10 p.—Reprinted from *J. exp. Psychol.*, (see **28**: 482).

2214. **Gellhorn, E.** (U. Minnesota, Minneapolis, Minn.) **Factors modifying conditioned reactions and their relation to the automatic nervous system.** *Ann. N. Y. Acad. Sci.*, 1953, **56**, 200–213.—The results of a series of studies on the recovery of inhibited conditioned reflexes by metrazol, insulin and electro shock are presented and discussed. "The prolonged effects of 'shock therapy' on behavior, as studied in these experiments, are due to excitatory processes." Supporting evidence of the important role of the hypothalamic-cortical system in the formation and modification of the conditioned reactions is presented. 21 references.—(S. Ross).

2215. **Gomulicki, Bronislaw R. The development and present status of the trace theory of memory.** *Brit. J. Psychol., Monogr. Suppl.*, 1953, No. 29, viii, 94 p.—The evolution of the trace theory of memory is traced from its earliest formulation to its most recent expression in current learning, perception, and clinical theory. Modern theories are classified within two major headings, pathway theories and pattern theories. In the final chapter the author surveys the present status of trace theories and proceeds to outline a trace theory of memory for which the suggested mechanisms "have at least the following merits: (1) They do not ... contravene any established general principles of physiology. (2) They postulate functional connexions between various brain parts only where anatomical connexions ... are known to exist. (3) They do not propose a particular function for a particular anatomical connexion or system if some other, incompatible function is already established for it. (4) They would be able ... to produce the general effects attributed to them ...."—(L. E. Thune).

2216. **Green, E. J.** (Harvard U., Cambridge, Mass.) **Stimulus control of operant responding in the pigeon.** *Amer. J. Psychol.*, 1953, **66**, 311–312.—Light cannot be regarded as a neutral stimulus condition in training operant behavior in pigeons. Its effect on operant behavior appears to be a function of both size and brightness of lighted area.—(J. A. Stern).

2217. **Harlow, Harry F.** (U. Wisconsin, Madison.) **Learning by Rhesus monkeys on the basis of manipulation-exploration motives.** *Science*, 1953, **117**, 466–467.—Abstract.

2218. **Hellebrandt, F. A. Kinesthetic awareness in motor learning.** *Cerebral Palsy Rev.*, 1953, **14**(5–6), 3–5.—Experimental literature on kinesthetic awareness is briefly reviewed. Absence of definitive information of the part it plays in learning motor behavior is observed. An experimental basis exists for increased understanding and renewed interest in the clinical implications of the phenomenon. 20 references.—(T. E. Newland).

2219. **Hunter, Ian M. L.** (U. Oxford, Eng.) **Discrimination of learning and transposition behaviour of rats in a water tank apparatus.** *Quart. J. exp. Psychol.*, 1952, **4**, 91–100.—A detailed description is reported of the learning of size discrimination and transposition behavior in a water tank apparatus. Albino rats served as experimental animals. Differences between the water-tank and jumping apparatuses are discussed. On the basis of the evidence noted here and other studies, it is concluded that "within limits, the effect of practice on discrimination behaviour involving stimulus relata is to strengthen relational responding."—(F. A. Muckler).

2220. **James, William T.** (U. Georgia, Athens.) **Morphological and constitutional factors in conditioning.** *Ann. N. Y. Acad. Sci.*, 1953, **56**, 171–183.—The objective of this report is to indicate some of the behavioral variations which have been observed among dogs by the conditioned response method and by field studies. The following traits are considered: life pattern, conditioned salivary reflex, conditioned avoiding responses, energy factors, resistance to extinction, frustration tolerance, emotionality, dominance-submission and hybrid strains.—(S. Ross).

2221. **Jones, Earl L., & Bilodeau, Edward A.** (Lackland AFB, San Antonio, Tex.) **Differential transfer of training between motor tasks of different difficulty.** *USAF Hum. Resour. Res. Cent., Res. Bull.*, 1952, No. 52–35, vi, 23 p.—Two different track patterns (a complex and a simple one) were constructed for a pair of two-hand coordination tasks which were equated in other respects. Four groups of 41 men each were given initial and final practice on the four combinations of the complex and simple tasks. The data show that (1) transfer of training from the complex to the simple task was as great as the effect of direct practice on the simple task; (2) transfer from the complex to simple tasks was greater than the transfer from the simple to complex tasks; and (3) transfer from the simple to the complex tasks was positive but less than direct practice.—(A. Chapanis).

2222. **Kott, Maurice G. Learning and retention of words of sexual and nonsexual meaning.** *Dissertation Abstr.*, 1953, **13**, 261.—Abstract of Ph.D. thesis, 1953, U. Pennsylvania. Microfilm of complete manuscript, 38 p., $1.00, University Microfilms, Ann Arbor, Mich., Publ. No. 4941.

2223. **Lewis, Don; McAllister, Dorothy E., & Bechtoldt, Harold P.** (State U. Iowa, Iowa City.) **Correlational analysis of the learning and relearning of four different tasks on the modified Mashburn apparatus.** *J. Psychol.*, 1953, **36**, 83–109.—37 male S's were given extended practice on four different tasks on the Modified Mashburn Apparatus. Original learning was 40 trials, and relearning for 20 trials on each task. Principal results: as practice went on, matches increased and errors decreased in a fairly regular way; substantial losses in proficiency occurred at the shifts from one task to the next, yet the overall trend continued upward; increases of errors came in those controls which were reversed, while the controls which were held constant showed no such increase; intercorrelations between scores in adjacent phases of practice were generally high. Five factors appeared, four of which could be identified. These three contributed maximally: initial adjustment to task, susceptibility to interference, and coordination of responses at high levels of proficiency.—(R. W. Husband).

2224. **Lewis, Don; McAllister, Dorothy E., & Bechtoldt, Harold P.** (State U. Iowa, Iowa City.) **Correlational study of performance during successive phases of practice on the standard and reversed tasks on the SAM Complex Coordinator.** *J. Psychol.*, 1953, **36**, 111–126.—This follows the study reported in **28**: 2223. In this case successive phases of learning and relearning were run only on the standard and reversed tasks of the complex coordination test, with the purposes of observing the changes in amount of interference with successive shifts in task and of discovering other fundamental factors that determined level of performance. Actually the conclusions were in the main similar to those found in the previous study: a general improvement, losses in proficiency with shift in task, high intercorrelations, and the same three factors.—(R. W. Husband).

2225. **Lobashev, M. E., & Savvateev, V. B. Uslovnoreflektornoe izmenenie sorbtsionnykh svoĭstv protoplazmy épitelial'nykh kletok kishechnika.** (Conditioned reflex modification of the absorptive properties of the protoplasm of the intestinal epithelial cells.) *Fiziol. Zh. SSSR*, 1952, **38**(4), 444–451.—Conditioned reflexes, involving the "auditory and olfactory analyzers," were developed in white rats as regards changes in the absorptive properties of the cells of the intestinal epithelial tissue. It was established that such conditioned reflexes are formed comparatively quickly. The influence of "extinctive and differential inhibition" on the magnitude of the absorptive properties of the intestinal epithelium was also investigated.—(I. D. London).

2226. **Mackay, Roland P.** (U. Illinois Coll. Med., Chicago.) **Memory as a biological function.** *Amer. J. Psychiat.*, 1953, **109**, 721–728.—A theoretical article which discusses memory as a universal biologic function indispensable to all consistent behavior. Memory has no precise location in man. In the simplest organism, memory seems to be dependent upon modifiable molecular structure; its mechanism in a nervous system is a most elusive function of neuronal networks by which topographic and sequential patterns of stimuli sensitize the network to subsequent stimuli in the same patterns, probably through the device of summation in reverberating circuits rather than by the facilitation of anatomical pathways.—(F. W. Snyder).

2227. **Mira, Emilio. Psychopathology of learning and habituation.** *J. clin. exp. Psychopath.*, 1952, **13**, 195–200.—In the learning process, those responses which tend to satisfy a given need tend to be fixed in learning, and those that fail tend to be eliminated. The ways the individual tends to achieve an adjustment to his environment are fundamentally those of the learning process. The author describes how this learning process may be disturbed, becoming disorganized or ceasing entirely. The process may be disturbed through alteration of its motivation; by the absence of environmental conditions necessary to its expression; by temporary or permanent lack of aptitudes to continue; by being negatively affected by retroactive inhibition; and by being exposed to the disintegrating action of intense and persistent emotional conflicts.—(G. A. Muench).

2228. **Norris, Eugenia B. Performance of a motor task as a function of interpolation of varying lengths of rest at different points in acquisition.** *J. exp. Psy-*

chol., 1953, **45**, 260–264.—A study investigating the effects of a 10 min. or 2 hr. rest interpolation following 4, 16, or 28 min. of prerest practice upon a two-hand continuous motor task. Results indicated that the point of interpolation of rest affected performance significantly, the shorter prerest practice group showing greater gains. Length of rest was not a differential determiner of postrest performance.—(A. K. Solarz).

2229. **Poulton, E. C.** (U. Cambridge, Eng.) **Memorization during recall.** *Brit. J. Psychol.*, 1953, **44**, 173–176.—"Presenting S with a rapid series of new items to which responses had eventually to be made, while he was attempting to respond to previously memorized items, affected both his responses to the memorized items and to the new items.... It was concluded that new items could not be memorized effectively while previous items were being recalled."—(L. E. Thune).

2230. **Reese, William G.** (U. Arkansas Sch. Med., Little Rock.) **Certain aspects of conditioning in the human.** *Ann. N. Y. Acad. Sci.*, 1953, **56**, 330–341.—Two studies are summarized in this report. The first study, done at the V.A. Hospital, Perry Point, Md., was concerned with the recording of autonomic responses during simple conditioning in normal subjects and psychotic patients with organic deficit. The second study carried out at the University of Arkansas was concerned with the conditioning of respiratory responses to a signal for painful electric shock to the fingers.—(S. Ross).

2231. **Riley, Donald A.** (U. California, Berkeley.) **Reminiscence effects in paired-associate learning.** *J. exp. Psychol.*, 1953, **45**, 232–238.—"Three experiments were conducted to test the hypothesis that reminiscence is caused by differential rates of forgetting of competing correct and incorrect responses, the assumption being that reminiscence occurs only if the correct response is stronger...." The results of the first two experiments supported the hypothesis, while those of the third were contrary to it. Possible interpretations of the results are offered.—(A. K. Solarz).

2232. **Siegel, Arthur I.** (Inst. Res. Human Rel., Philadelphia, Pa.) **A motor hypothesis of perceptual development.** *Amer. J. Psychol.*, 1953, **66**, 301–304.—Three stages in the development of visually dominant cues in perceptual learning are hypothesized and discussed in relationship to experimental work in perceptual learning. These are a motor-somesthetic stage, a motor-visual and a visual-motor stage.—(J. A. Stern).

2233. **Solomon, Richard L., Kamin, Leon J., & Wynne, Lyman C.** (Harvard U., Cambridge, Mass.) **Traumatic avoidance learning: the outcomes of several extinction procedures with dogs.** *J. abnorm. soc. Psychol.*, 1953, **48**, 291–302.—5 experiments in which several different procedures were used to bring about the extinction of traumatically induced avoidance responses in dogs are presented. The main findings were these: "1) With an ordinary extinction procedure, cessation of responding was extremely difficult to obtain. 2) A glass-barrier, reality-testing procedure was moderately effective.... 3) A shock-extinction or punishment procedure was approximately as effective as the glass-barrier procedure.... 4) A combination of the reality-testing and punishment-for-responding procedures was very effective in producing extinction.... These findings were interpreted from the point of view of a modified two-process learning theory similar to Mowrer's."—(L. N. Solomon).

2234. **Solomon, Richard L., & Wynne, Lyman C.** (Harvard U., Cambridge, Mass.) **Traumatic avoidance learning: acquisition in normal dogs.** *Psychol. Monogr.*, 1953, **67**(4), (No. 354), 19 p.—30 mongrel dogs were subjected to a just-subtetanizing electric shock so planned that it prevented the unconditioned stimulus from occurring, thus resulting in the process which the authors designate as "traumatic avoidance learning." In this situation a shuttlebox jumping response was reinforced as the instrumental avoidance reaction. It was noted that latency differences between the last shock trials and the avoidance trial immediately following it was 9.1 seconds which was of the same magnitude as the CS-US interval. A complete reversal of pattern of escape and avoidance revealed a complete change from 100% escape to 100% avoidance without reversal. The development of stereotyped behavior was seen in relation to decreased emotional reaction.—(M. A. Seidenfeld).

2235. **Underwood, Benton J.** (Northwestern U., Evanston, Ill.) **Studies of distributed practice: X. The influence of intralist similarity on learning and retention of serial adjective lists.** *J. exp. Psychol.*, 1953, **45**, 253–259.—A study on the influence of intralist similarity and intertrial interval on retention of serial adjective lists. Intertrial rest intervals of 2, 30, and 60 sec. were used. Results showed that learning was more rapid for the 30 and 60 sec. rest conditions. High similarity lists were learned at a slower rate but were better recalled than low similarity lists.—(A. K. Solarz).

2236. **Welch, Livingston.** (Hunter College, New York.) **Human conditioning and anxiety.** *Ann. N. Y. Acad. Sci.*, 1953, **56**, 266–272.—This article reviews the findings of the experimental studies of the relationships between anxiety and conditioning. Several major interpretative conclusions are reached. 25 references.—(S. Ross).

2237. **Zeaman, David, & Radner, Louis.** (U. Connecticut, Storrs.) **A test of the mechanisms of learning proposed by Hull and Guthrie.** *J. exp. Psychol.*, 1953, **45**, 239–244.—"The fact that rats will learn a response that turns off a light but not one that turns on a light is offered as a test of two theories of the mechanisms of learning. Hull's reinforcement theory adequately accounts for the data. Guthrie's contiguity theory as formalized by Voeks is not directly confirmed."—(A. K. Solarz).

2238. **Zunini, Giorgio.** (Catholic U., Milan, Italy.) **Osservazioni sul transferimento percettivo motorio nell'eta'evolutiva.** (Observations on the motor perceptive transfer in children.) *Arch. Psicol. Neurol. Psichiat.*, 1953, **14**, 343–373.—Subjects traced letters or simple drawings with various parts of the body (the hand, the elbow, the foot or the head); also they had to recognize or reproduce a forced tracing made with the eyes closed, or reproduce various figures by walking. The study was made with children and adults. The results show immediate transfer between body parts evident even in children below 6 years of age. The article presents also a comprehensive analysis of the theoretical problems of transfer of learning. 56-item bibliography.—(A. Manoil).

(See also abstracts 1799, 1824, 1966, 1971, 2364, 2397, 2844, 3062, 3184, 3190)

Thinking & Imagination

2239. **Barratt, Ernest S.** (U. Delaware, Newark.) **An analysis of verbal reports of solving spatial problems as an aid in defining spatial factors.** *J. Psychol.*, 1953, **36**, 17–25.—84 students were given 10 paper-and-pencil tests of three spatial orientation abilities, and then an interview as to problem-solving processes. 4 factors were disclosed by factor-analysis, three spatial and one verbal. Analysis of methods used was described for these three factors: ability to turn or rotate a given figure or part in one plane, to correspond with another figure; ability to see or observe spatial relationships with positions in space changing; and ability to determine from where one is looking at an object. Several further investigative possibilities are suggested.—(R. W. Husband).

2240. **Blundun, Jessie. A dream with apparent paranormal elements relating to two separate but parallel future events.** *J. Soc. psych. Res., Lond.*, 1953, **37**, 90–95.—3 scenes from 3 dreams are described: (1) a marriage announcement, (2) the same kept secret, and (3) the groom (still not married) dashing down from bachelor flats. Interpretations are given in detail, which indicate that the dreamer's emotions may shape the dream in intimate and personal construction. These dreams seemed to predict coming future events unknown to the dreamer. Names are used to provide disguise, which suggests conflict of feelings, yet there are also expressions of the wish, with interpretations given.—(O. L. Jacobsen).

2241. **Boss, Medard.** (U. Zürich, Switzerland.) **Der Traum und seine Auslegung.** (Dream and interpretation.) Bern: Hans Huber, 1953. 239 p. SW. Fr. 19.80. —After 25 years of psychoanalytic practice and the collection of nearly 50,000 dreams from more than 500 patients, the author concludes that none of the previously published theories of dream interpretation meets the demands of daily clinical practice. He critically evaluates the writings of Freud, Jung, Maeder, Silberer, Bossard, Klages, Fromm, and others. He suggests that both dream and waking state are merely different manifestations of the same individual life existence, and that the manifest dream content is deserving of greater attention in dream interpretation. The varied facets of dreams are discussed with nearly 100 examples.—(H. P. David).

2242. **Burchard, Edward M. L.** (Queens Coll., Flushing, N. Y.) **The use of projective techniques in the analysis of creativity.** *J. proj. Tech.*, 1952, **16**, 412–427.—In his presidential address the author attempted to arouse in his audience "an intense dissatisfaction with how little we know about creativity...." The contemporary psychoanalytic theories of creativity are outlined, and those studies of artistic creativeness in which projective techniques have been utilized are summarized. The author relates projective techniques to certain hypotheses about the nature of creativity and suggests some fruitful avenues for further research. 48 references.—(S. Hutter).

2243. **Burmester, Mary Alice Horswill. The construction and validation of a test to measure some of the inductive aspects of scientific thinking.** *Dissertation Abstr.*, 1953, **13**, 190–191.—Abstract of Ed.D. thesis, 1951, Michigan State Coll. Microfilm of complete manuscript, 422 p., $5.28, University Microfilms, Ann Arbor, Mich., Publ. No. 4713.

2244. **Cohen, John.** (U. Manchester, Eng.) **Thought and language; a preliminary study of the effect of delayed recording on the quality of thought.** *Jb. Psychol. Psychother.*, 1953, **1**, 261–274.—Summary of views concerning thought-speech relationships and description of 2 experiments on "delayed expression of thought." 2 school groups wrote essays on a set topic within 30 min.; control group wrote under normal school conditions; experimental group wrote only after 10 min. No differences in quality of writing between groups was found. Differences were found when 2 comparable groups wrote, within 30 min., stories ending with certain words; the control group wrote as before, the experimental group was required to spend the first 15 min. in thinking and planning. Stories of the experimental group were highly superior. Under conditions, committing thought to writing quickly may interfere with its full development. German translation. 22 references.—(E. W. Eng).

2245. **Cowen, Emory L.** (U. Rochester, N.Y.), **Wiener, Morton, & Hess, Judith. Generalization of problem-solving rigidity.** *J. consult. Psychol.*, 1953, **17**, 100–103.—Using an alphabet-maze scale designed to parallel the Luchins water-jar technique for investigating problem-solving rigidity, the authors tested the hypothesis that there is a positive relationship between rigidity behaviors as measured by specified tasks. Within certain limitations the hypothesis was accepted. Implications for future research in this area were suggested.—(F. Costin).

2246. **De Martino, Manfred F.** (Alabama Polytechnic Inst., Auburn.) **Sex differences in the dreams of Southern college students.** *J. clin. Psychol.*, 1953, **9**, 199–201.—"Standardized dream questionnaires were administered to 150 male and 150 female southern college students.... Using the chi-square method, a number of significant sex differences became apparent. Compared to males, females more often experience (a) color in their dreams, (b) falling dreams, (c) dreams of frustration, and (d) dreams in which they try to move but find themselves unable to do so. Females also dream about certain events which later actually happen more often than do males. Males experience sexual dreams more often than females."—(L. B. Heathers).

2247. **Fliess, Robert. The revival of interest in the dream.** New York: International Universities Press, 1953, 164 p. $3.00.—This is a critical study of post-Freudian psychoanalytic contributions to the understanding of the dream. The book surveys the bulk of the psychoanalytic literature on the subject, and seeks to offer a brief presentation of what has been achieved toward clarifying the role and meaning of dreams. Fliess points out that Freud's own work in this area was exhaustive, and what has been offered in the ensuing period is meager by comparison. The work ends with an original paper by Fliess on the spoken word as it occurs in the dream.—(L. E. Abt).

2248. **Green, Russel F.** (U. Rochester, N. Y.), **Guilford, J. P., Christensen, Paul R., & Comrey, Andrew L. A factor-analytic study of reasoning abilities.** *Psychometrika*, 1953, **18**, 135–160.—This article is the first of a series designed to explore the abilities of importance in the success of high-level personnel. 32 tests were administered to 283 Air Force personnel. Factor analysis of the results yielded 12 interpretable factors. Non-reasoning factors included verbal comprehension, numerical facil-

ity, perceptual speed, visualization and spatial orientation. Reasoning factors included general reasoning, logical reasoning, education of perceptual relations, education of conceptual relations, education of conceptual patterns, education of correlates, and symbol substitution.—(M. O. Wilson).

2249. **Heilbrunn, Gert. Fusion of the Isakower phenomenon with the dream screen.** *Psychoanal. Quart.*, 1953, **22**, 200–204.—A report of personal experience with the Isakower phenomena and the dream screen, offered as a contribution in the support of the reality of these phenomena.—(L. N. Solomon).

2250. **Krech, David** (U. California, Berkeley.), **& Calvin, Allen. Levels of perceptual organization and cognition.** *J. abnorm. soc. Psychol.*, 1953, **48**, 394–400.—"Two experiments, one a replication of the first, with a total of 44 Ss were designed and carried through to test two major hypotheses: (a) perceptual responses proceed through a hierarchical order of levels or organization in the human being, and (b) the ease of progress through such an order is related to measures of intelligence. On the basis of the results obtained it is concluded that the data support both of these hypotheses and that the degree of relationship between the culture-free perceptual variable and the culture-laden intelligence variable is significant and high...."—(L. N. Solomon).

2251. **Lewin, Bertram D. Reconsideration of the dream screen.** *Psychoanal. Quart.*, 1953, **22**, 174–199.—This paper tries to demonstrate wherein the 3 sets of facts, namely, Isakower's phenomena, the dream screen, and the class of blank dreams, differ and wherein they coincide. "Genetically, Isakower phenomena, dream screen, and blank dreams are in essence the same thing; they reproduce some of the impressions that the smallest baby has at the breast." 19 references.—(L. N. Solomon).

2252. **Pauleikhoff, B. Versuch einer begrifflichen Abgrenzung des Wahneinfalls.** (An attempted conceptual clarification of delusional insight.) *Nervenarzt*, 1953, **24**, 199–204.—Normal psychological judgments of identical content vary largely in terms of the kind and degree of subjective certainty associated with them. This certainty is always dependent on experience that qualifies and embraces the content of the judgment. Delusional certainty, on the other hand, is not affected by experience related to the content of the delusion.—(E. W. Eng).

2253. **Price, H. H. Thinking and experience.** Cambridge, Mass.: Harvard University Press, 1953. v, 365 p. $5.00.—Deeply rooted in the psychism of the British empirical tradition the author analyzes all the thinking processes which he calls conceptual cognition. He rejects the notion of reducing thinking to images or words, arguing vigorously for the presence and power of concepts in the mind when it remembers, recognizes, and thinks. The concept is basically a recognitional capacity or disposition. It shows itself "as a guiding force, determining the direction which the series of presented particulars take...."—(J. R. Kantor).

2254. **Rapaport, David.** (Austen Riggs Foundation, Stockbridge, Mass.) **Projective techniques and the theory of thinking.** *J. proj. Tech.*, 1952, **16**, 269–275.—4 topics: projection, motivations of selective perception, fixed tools of thought vs. processes of thought, and varieties of conscious experience, which are of import both for projective techniques and for the theory of thinking are discussed. 22 references.—(S. Hutter).

2255. **Róheim, Géza. The gates of the dream.** New York: International Universities Press, 1953. viii, 554 p. $10.00.—Due to our biological foetalization we interpret sleep as being in the womb. For the same reason the giving up of the breast (i.e. of the object world) is difficult to tolerate and hence a world based on ourselves is rebuilt in the dream. The prototype of all dreaming is the phallic body image. Clinical and anthropological evidence are offered in support of this theory. Australians believe their whole culture originates in dreams. Myths were originally dreamed by someone who regarded his dreams as real events and felt the need to relate them or draw them on cave walls. A considerable part of our culture originated in the psychoanalytic situation, in the need that one person felt to relate his dreams to someone else.—(D. Prager).

2256. **Saul, Leon J. The ego in a dream.** *Psychoanal. Quart.*, 1953, **22**, 257–258.—A case is reported wherein ego-functions aid the forgetting of various unpleasant conditions so that the dreamer may sleep happily and awake refreshed.—(L. N. Solomon).

2257. **Schneck, Jerome M. Hypnotic hallucinatory behavior.** *J. clin. exper. Hypnosis*, 1953, **1**(3), 4–11.—"It would appear to be important to refer to experiences as hallucinatory only when the eyes of the percipient are open, in the case of visual hallucinations, or when he 'hears' with the impression that the sound is of external origin rather than localized within (as an experience on the level of imagining) in the case of auditory hallucinations." The author contends that negative hallucinatory behavior involving avoidance reactions are of a different order of experience from negative hallucinations which do not involve such avoidance reactions. Explicit description of hallucinatory activity in hypnosis would serve to avoid much of the conceptual and semantic confusion now found in the literature.—(E. G. Aiken).

2258. **Simmel, Marianne L.** (U. Illinois, Coll. Med., Chicago.) **The coin problem: a study in thinking.** *Amer. J. Psychol.*, 1953, **66**, 229–241.—Three factors are posited for the initial false step to the coin problem. These factors, symmetry, totality, and arithmetic divisibility are investigated by the use of an 8, 9, and 25 coin problem. These factors seem to play a role, especially in the initial attack on the problem.—(J. A. Stern).

2259. **Wagner, Hans. Über den Grund der Sprache.** (On the condition of language.) *Jb. Psychol. Psychother.*, 1953, **1**, 330–354.—A philosophical analysis of the relations between reason, language, and thought. "Language is not merely an object, but above all, essentially the inner function of thought itself. This is because basically it has the character of a principle; it has a quite different categorical proximity to reason than to any other object. The condition of language is reason, not in an external, mediated sense, but in such a way that it is the expression of reason, though reason still remains its inner being."—(E. W. Eng).

(See also abstract 1916)

Intelligence

2260. **Amthauer, Rudolf. Intelligenz und Beruf; Ergebnisse eines neuen Verfahrens zur Bestimmung**

der Intelligenz. (Intelligence and vocation. Results of a new method for measuring intelligence.) *Z. exp. angewand. Psychol.*, 1953, **1**, 102–136.—A group test was constructed and norms are indicated on the basis of the test results of 4076 persons. There is a dependence on age, amount of schooling and vocational differentiation. This method allows "more exact statements on the relation of intelligence and vocation than the coordination of a definite level of intelligence to a definite level of vocation could do." This is proved by profiles for representative specimens of certain vocational groups and individuals. English and French summaries.—(W. Schwarz).

2261. **Wiseman, Stephen, & Wrigley, Jack.** (U. Manchester, Eng.) **The comparative effects of coaching and practice on the results of verbal intelligence tests.** *Brit. J. Psychol.*, 1953, **44**, 83–94.—Intact classroom groups, totaling 548 S's, received either 6 hours of coaching on verbal intelligence test items, 6 hours of practice taking verbal intelligence tests (Moray House Tests) or served as controls and received no special treatment. Using Moray House Test 43 for the initial test and Test 44 as the final test (administered 3 months later), the control group showed a mean gain of 4.5 IQ points, the coaching group 6.5 points, and the practice group 11 points. At IQ 120 the gain for practice group was 18.5 points. This effect was reversed in the coaching group: the gain was nearly 9 points at IQ 80 and 5.5 points at IQ 120.—(L. E. Thune).

(See also abstract 2492)

Personality

2262. **Albino, R. C.** (U. Natal, Pietermaritzburg, South Africa.) **Some criticism of the application of factor analysis to the study of personality.** *Brit. J. Psychol.*, 1953, **44**, 164–168.—The author criticizes Eysenck's factor analysis approach to the study of personality. "It is argued that the methods of Eysenck are no more than techniques for refining descriptions. They do not establish the significance of the descriptions so made, and neither will they necessarily provide any genuine psychological hypotheses... Eysenck's findings are not questioned but their significance is doubted."—(L. E. Thune).

2263. **Arnold, Wilhelm. Person, Charakter, Persönlichkeit.** (Person, character, personality.) *Jb. Psychol. Psychother.*, 1953, **1**, 275–289.—"To be a person is the basis of being human. The person is a final moment of our existence which may be equated with the self.... Character is the indivisible, particular (individual) singularity of the person.... Personality is the definite, unique, indivisible, organic existence of a person; it shows the mark of character developed from predisposition and surroundings, revealing itself in material and personal-social activity and passivity, and it is ultimately oriented to a value-implicated spiritual ideal."—(E. W. Eng).

2264. **Barron, Frank. Complexity-simplicity as a personality dimension.** *J. abnorm. soc. Psychol.*, 1953, **48**, 163–172.—"This is the fourth in a series of reports on the identification and measurement which seems to have considerable generality in human behavior. It may be described briefly as a bipolar factor which opposes a preference for perceiving and dealing with complexity to a preference for perceiving and dealing with simplicity, when both of these alternatives are phenomenally present and when a choice must be made between them."—(L. N. Solomon).

2265. **Barron, Frank.** (U. California, Berkeley.) **Some personality correlates of independence of judgment.** *J. Pers.*, 1953, **21**, 287–297.—"... Independents and Yielders were found to be equally stable in personality, but to differ in their values and... self-descriptions. Independents see themselves primarily as original, emotional, and artistic; Yielders characterize themselves as obliging, optimistic, efficient, determined, patient, and kind. Independents prefer complexity and Yielders prefer simplicity in drawings. Yielders tend to be practical-minded, somewhat physicalistic in their thinking, and group-oriented; Independents placed higher values on creativity, close interpersonal relation, and the individual as opposed to the group."—(M. O. Wilson).

2266. **Bitterman, M. E., & Kniffin, Calvin W.** (U. Texas, Austin.) **Manifest anxiety and "perceptual defense."** *J. abnorm. soc. Psychol.*, 1953, **48**, 248–252.—"From a large sample of undergraduate women to whom the complete MMPI had been administered, two groups of 20 Ss each were selected on the basis of extreme scores on Taylor's Manifest Anxiety Scale. Tachistoscopic recognition thresholds for two neutral practice words, four taboo words, and four neutral control words were determined. No significant relation between anxiety level and recognition threshold was found." 16 references.—(L. N. Solomon).

2267. **Brener, Binyamin. Hatorasha v'hasviva.** (Heredity and environment as factors influencing personality.) Jerusalem: Youth Department of the Jewish Agency, 1951. 51 p.—In a rather popular descriptive manner are explained for youth leaders—the changing concept of nature and nurture and their educational significance, searching methods (experiment, observation, statistics), the "new genetics," and heritance of acquired traits. The environmental outlook is stressed, and the importance of the problem for education is explained.—(H. Ormian).

2268. **Bush, Robert R., & Whiting, John M. W.** (Harvard U., Cambridge, Mass.) **On the theory of psychoanalytic displacement.** *J. abnorm. soc. Psychol.*, 1953, **48**, 261–272.—"A model for displacement phenomena, suggested by Miller's formulation, is presented. The effects of stimulus generalization are described in terms of a set-theoretic model presented earlier. Punishment of a response, it is assumed, removes an organism from the situation and thereby reduces its opportunity for responding. From these assumptions, the conditions necessary for displacement are derived. The model is applied to recent experimental results on pigeons and rats." 17 references.—(L. N. Solomon).

2269. **Cattell, Raymond B., & Gruen, Walter.** (U. Illinois, Urbana.) **The personality factor structure of 11 year old children in terms of behavior rating data.** *J. clin. Psychol.*, 1953, **9**, 256–266.—"Thirty variables, largely chosen to represent the personality sphere already demarcated in adult behavior, have been peer-rated for 173 boys and girls." The children were in residence at Mooseheart School, varied in age from 9 through 14. The variables "were factorized to six major dimensions, for which simple structure was attained." The factors isolated were found to be quite similar to those for adults. Differences from the adult patterns and further research needs are described. 20 references.—(L. B. Heathers).

2270. **Connor, D. V. The relationship between temperamental traits and intelligence test performance.** *Bull. Brit. psychol. Soc.*, 1953, **19**, 19–20.—Abstract.

2271. **Delgado, Honorio. La personalidad y el caracter.** (Tercera edición.) (Personality and character. (3d ed.)) Madrid: Editorial Scientifico-Medical, 1953. 193 p.—Part I, Normal personality, and Part II, Abnormal personality, treat current views on character and personality presented by Dilthey, Spranger, Freud, Klages, Kurt Schneider, William Stern and others. The concepts cited are compared. The goal is a dynamic, genetic and practical understanding of personality and character. Personality is the system of individual, dominant dispositions manifest in the psychic life of a person. Character is the mind viewed in its longitudinal reaction to environment. 121-item bibliography. (See **18**: 517.)—(H. L. Latham).

2272. **Eysenck, H. J.** (Maudsley Hosp., London, Eng.) **The application of factor analysis to the study of personality: a reply.** *Brit. J. Psychol.*, 1953, **44**, 169–172.—The author replies to the criticisms of R. C. Albino (see **28**: 2262).—(L. E. Thune).

2273. **Heinicke, Christoph, & Whiting, Beatrice Blyth. (Comp.) Bibliography on personality and social development of the child, and Selected ethnographic sources on child training.** *Soc. Sci. Res. Coun. Pamph.*, 1953, No. 10, 130 p.—1331 titles limited to "the development of personality and social behavior in their social contexts" and to "studies based on reasonably objective techniques and enough cases, or instances of measurement, to provide comparative statements" are arranged in a consecutively numbered, alphabetical list with references to published abstracts in *Psychological Abstracts* and *Child Development Abstracts* and indexed by subject. Ethnographic reports of child-rearing practices are classified by tribes. Both bibliographies cover the period to January 1, 1953. Abbreviations of serial publications are listed.—(A. J. Sprow).

2274. **Helson, Harry. Psychiatric screening of flying personnel; perception and personality—a critique of recent experimental literature.** *USAF, Sch. Aviat. Med. Proj. Rep.*, 1953, Proj. No. 21-0202-0007, (Rep. No. 1), v, 55 p.—Recent developments in psychology and psychiatry have resulted in (1) major emphasis on perceptual approaches to personality study, and (2) an extensive research literature. This report is a comprehensive review of the recent literature in which widely disparate researches are brought together and evaluated critically. Significant developments likely to be useful in improving personality study and those offering profitable opportunities for prediction of anxiety proneness for psychiatric screening are pointed out. Several currently popular approaches are shown to be scientifically sterile. Both theoretical considerations and application to Air Force psychiatric selection requirements are considered in detail. 191 references.

2275. **Hoffman, Martin L.** (Merrill Palmer Sch., Detroit, Mich.) **Some psychodynamic factors in compulsive conformity.** *J. abnorm. soc. Psychol.*, 1953, **48**, 383–393.—After differentiating two groups on the basis of their (operationally defined) "conformity," it was found that the conforming group scored significantly lower than the non-conforming group on various measures of ego strength and significantly higher on measures of the following variables: parental dominance, inability to tolerate impulses, intropunitive handling of hostility, over-concern for well-being of parents, overidealization of and less ability to critically evaluate parents, strict moralism, positive attitude toward authority, success strivings, conservative political and religious attitudes, and general conformity.—(L. N. Solomon).

2276. **Hutton, Kenneth. Intelligence quotients and differential fertility.** *Eugen. Rev.*, 1953, **44**, 205–215.—A sample of Winchester scholars of a generation ago, all highly intelligent, shows 85% replacement in offspring instead of 90% for the population as a whole. However, a steady increase in family size in the 1921–25 Winchester group exceeds the population as a whole and may even be enough for their replacement. Some 500 student families were studied and matched with data on commoners. 17 references.—(G. C. Schwesinger).

2277. **Kestenberg, Judith S. Notes on ego development.** *Int. J. Psycho-Anal.*, 1953, **34**, 111–121.—"...the concept of the autonomy of the ego introduces a cleavage between id and ego which exists only between the ego and the repressed part of the id. A concept of the soma including the nervous system producing tensions in the id, the id in turn providing the motor and the crude model for the ego's control function, seems more in keeping with clinical experience. The source of the energy of the id being the soma, it is easy to imagine that somatic imprints of primitive inhibitory processes could be transmitted by the id to the ego. Through the influence of outer reality, this primitive model would then undergo transformation into the control function of the ego. The ego then represents only an extension of the id which continuously undergoes transformation from id to ego and *vice versa*." 43 references.—(G. Elias).

2278. **Klein, Emanuel. The psychoanalytic concept of the ego and its functions.** In Heiman, M., Psychoanalysis and social work, (see **28**: 2572), 22–52.—The history of the concept of "the ego" is briefly discussed, showing how the concept developed and changed in Freud's thinking. This concept of "the ego" is then illustrated with reference to such phenomena ss: (1) infantile behavior and ego development; (2) narcissism; (3) introjection and projection; (4) identification; (5) repression; (6) other defense mechanisms. 26 references.—(L. B. Costin).

2279. **Levinson, Harry. The relation of after-image duration to certain aspects of personality.** *Dissertation Abstr.*, 1953, **13**, 261–262.—Abstract of Ph.D. thesis, 1952, U. Kansas. Microfilm of complete manuscript, 82 p., $1.03, University Microfilms, Ann Arbor, Mich., Publ. No. 4502.

2280. **Nisbet, John D.** (U. Aberdeen, Scotland.) **Family environment: a direct effect of family size on intelligence.** London: Cassel, 1953, 51 p. 3*s*. 6*d*. (Occasional Papers on Eugenics, No. 8)—Conflicting results from many studies are reviewed and coordinated with a view to ascertaining the cause behind the consistent low negative correlations between family size and intelligence level, a tendency which reflects a downward trend in national intelligence. Three different statistical analyses of large data samples suggest that part (but not all) of the negative correlations may be attributed to the influence of family size on verbal ability, and hence on general mental level. Holding this constant, the remaining negative

correlation reflects the depressing trend in national intelligence, a tendency easily masked by environmental influences. 102 references.—(G. C. Schwesinger).

2281. **Nuttin, Joseph.** (U. Louvain, Belgium.) **Psychoanalysis and personality: a dynamic theory of normal personality.** New York: Sheed and Ward, 1953. xiv, 310 p. $4.00.—Part I presents an exposition of Freudian psychoanalysis with a sympathetic but critical analysis. (Adlerian Individual Psychology is described in an appendix). The author recognizes the value of Freudian contributions to psychological theory but he protests the reduction of all motivation to unconscious forces of the libido. In part II a theory of normal personality is developed a key concept of which is that "The tendency towards a constructive self-realization is the *most specific* need of the human personality." Three main levels of activity must be distinguished which are significant in motivation: psychophysiological, psycho-social (meanings of the social environment), and spiritual, i.e. the strivings of men that "transcend the limits of immediate *facts* and the material process." 20-page annotated bibliography.—(C. M. Louttit).

2282. **Patty, William L., & Johnson, Louise Snyder. Personality and adjustment.** New York: McGraw-Hill, 1953. viii, 403 p. $4.75.—This book, designed for classroom and reference use, is divided into 5 parts. I. Mental health and personality adjustment: (1) need for, and (2) approaches to mental health. II. Fundamentals of personality: (1) motivation, (2) psychosomatics, (3) culture, (4) perception. III. Personality and growth: (1) growth of personality, (2) learning and personality, (3) structuring of personality, and (4) adjustments of personality. IV. Areas of personality adjustment: (1) courtship and marrying, (2) home and family, (3) handicap, (4) delinquency. V. Perspective for mental health: (1) readjustment, and (2) criteria. An instructor's manual, which comes free of charge, includes a description of 43 illustrative films and a set of appropriate objective tests.—(M. O. Wilson).

2283. **Postman, Leo; Bronson, Wanda C., & Gropper, George L.** (U. California, Berkeley.) **Is there a mechanism of perceptual defense?** *J. abnorm. soc. Psychol.*, 1953, **48**, 215–224.—"This experiment was designed to answer the question whether there is any evidence for perceptual defense in word recognition when the factors of familiarity, set, and selective verbal report are taken into account ... The experimental results ... fail to provide any support for a mechanism of perceptual defense." 18 references.—(L. N. Solomon).

2284. **Russell, David H.** (U. California, Berkeley.) **What does research say about self-evaluation?** *J. educ. Res.*, 1953, **46**, 561–573.—Research on self-rating of traits of personality and of academic achievement is summarized. Extreme caution in the application of self-evaluation is indicated. The pupil's socio-economic status and his level of aspiration are factors of great importance in this connection and their relation to self-evaluation is discussed. 39 references.—(M. Murphy).

2285. **Schlegel, Willhart Siegmar. Fortschritte auf dem Wege zur Erfassung der menschlichen Konstitution.** (Advances in the understanding of the human constitution.) *Nervenarzt*, 1953, **24**, 241–247.—The author points out limitations of Kretschmer's constitutional diagnosis, factor analysis, and Sheldon's somatotypes in connection with research on the human constitution. His own analytical constitutional diagnosis based on the correlational analysis of diagnostically significant body measurements is described. Thus far, two dimensions of constitutional variation have been isolated. Each is defined by two extreme polar types. One dimension is defined by the asthenic and athletic types, the other by andromorphy and gynaecomorphy. Because of other characteristics associated with these dimensions, they are of value for both medical and psychological diagnosis.—(E. W. Eng).

2286. **Thurstone, L. L. Das Problem der Kriterien in der Persönlichkeitsforschung.** (The problem of the criteria in personality research.) *Schweiz. Z. Psychol. Anwend.*, 1953, **12**, 134–142.—A translation of *Chicago. University. Psychometric Laboratory* [*Reports*], 1952, No. 78.

2287. **Waterhouse, Ian K.** (U. Melbourne, Australia.), **& Child, Irvin L. Frustration and the quality of performance.** *J. Pers.*, 1953, **21**, 298–311.—It was proposed that frustration decreases the quality of outgoing performance to the extent that the frustration evokes other conflicting responses. On the basis of this hypothesis, predictions were made as follows: (1) The effect of frustration on performance will vary according to S's general habits of response to frustration. (2) The disruptive effects of frustration will be more pronounced when S is instructed to introspect during performance with frustration than when not instructed to introspect. (3) The effect of frustration will vary with the type of task. Number 1 was confirmed; numbers 2 and 3 were only partially confirmed. —(M. O. Wilson).

2288. **Wishner, Julius.** (U. Pennsylvania, Philadelphia.) **Neurosis and tension: an exploratory study of the relationship of physiological and Rorschach measures.** *J. abnorm. soc. Psychol.*, 1953, **48**, 253–260.—"The purpose of this study was to explore the possible relationships between physiological and Rorschach measures of personality characteristics in order to construct one or more general, testable hypotheses. The particular kinds of data sought were in the area of the relationship between overt and physiological activity.... The general hypothesis that psychopathology is characterized by a preponderance of diffuse, unfocused activity is proposed for further testing." 21 references.—(L. N. Solomon).

(See also abstracts 2129, 2329, 2429, 2479, 2660, 2684, 2741, 3178)

Aesthetics

2289. **Bergler, Edmund.** (215 Central Park West, New York.) **True feeling and "tear-jerkers" in literary work.** *Amer. Imago*, 1953, **10**, 83–86.—The problem of distinguishing between true and false sentiment in fiction is considered.—(W. A. Varvel).

2290. **Bunker, Henry Alden. Tantalus: a preoedipal figure of myth.** *Psychoanal. Quart.*, 1953, **22**, 159–173.—Homer's story of the 3 penitents whom Ulysses found suffering great anguish in Tartarus is interpreted as mirroring those self-reproaching, self-condemning, self-torturing tendencies which in the service of unconscious masochistic gratification are present in all of us to a greater or lesser degree and which are one of our chief analytic tasks to contend with.—(L. N. Solomon).

2291. **Cooley, John Christopher. A study of the relation between certain mental and personality traits and ratings of musical abilities.** *Dissertation Abstr.*, 1953, **13**, 240–241.—Abstract of Ed.D. thesis, 1952, Michigan State Coll. Microfilm of complete manuscript, 187 p., $2.34, University Microfilms, Ann Arbor, Mich., Publ. No. 4496.

2292. **Devereux, George. Why Oedipus killed Laius; a note on the complementary Oedipus complex in Greek drama.** *Int. J. Psychoanal.*, 1953, **34**, 132–141.—The Oedipus story includes, in addition to that of filial desire for physical relations with a parent, the Laius and the Jocasta complexes. These latter allude to the seductive behavior of adults and the resulting sadistic and homosexual components, both of which should be recognized. 25 references.—(G. Elias).

2293. **Dracoulides, N. N. Répercussions de sevrage précoce sur les tableaux d'un peintre moderne.** (Repercussions of early weaning on the paintings of a modern painter.) *Acta psychother. psychosom. orthopaedagog.*, 1953, **1**, 23–33.—An analysis of a painter's production yields 5 types: symbolizations of the mother in an Oedipal situation, longing for the mother's breast, sadistic vengeance against the woman, narcissistic turning away from the self and renewed approach to the ideal mother. Early weaned, the artist shows evidence of oral fixation. English and German summaries.—(G. Rubin-Rabson).

2294. **Feldman, A. Bronson.** (1519 Pine St., Philadelphia, Pa.) **The confessions of William Shakespeare.** *Amer. Imago*, 1953, **10**, 113–166.—A psychoanalytic study of Shakespeare's sonnets supports Looney's belief that their author, and the author of the plays, was the seventeenth Earl of Oxford, Edward de Vere.—(W. A. Varvel).

2295. **Haeuptner, Gerhard. Giacomo Casanova; Versuch über die abenteuerliche Existenz.** (Giacomo Casanova; an essay about the adventurous existence.) *Sammlung*, 1953, **8**, 252–255.—The author asserts that Casanova who typifies the adventurer is little understood nowadays because as staunch admirers of proficiency we do not like to give "fate" its share and thus work hard for a successful living. Modern man believes he can calculate everything and thus acts and anticipates the future without taking into account that which man cannot determine, and which does not determine his life but steers it somehow.—(M. J. Stanford).

2296. **Harvey, John.** (Parsons Coll., Fairfield, Ia.) **The content characteristics of best-selling novels.** *Publ. Opin. Quart.*, 1953, **17**, 91–114.—22 best selling novels published between 1930 and 1946 were matched with 22 "poor selling" novels of the same period and the content of each pair compared on more than 1200 variables falling into 6 categories. All but 14 content variables and 2 non-content variables were finally eliminated as non-discriminating, and these were combined by a discriminant function technique into predictive formulas. The best formula based on content variables alone correctly classified 77% of the novels. Statistical significance and reliability of formulas were considered. Readability, affectionate attitude and moderate emotion on the part of the central male character, and a sentimental theme constituted the best prediction of sales.—(H. W. Riecken).

2297. **Hungerland, H. Selective current bibliography for aesthetics and related fields, January 1, 1952–December 31, 1952.** *J. Aesthet.*, 1953, **11**, 428–441.—Contains a section on psychology of approximately 100 titles.—(P. R. Farnsworth).

2298. **Kanzer, Mark. Writers and the early loss of parents.** *J. Hillside Hosp.*, 1953, **2**, 148–151.—The early loss of a parent with consequent identification with the deceased is proposed as a common predisposing factor for life long morbidity, "excessive development of the imagination," and paranoid or depressive personality traits in a group of writers, including Poe, the Brontes, George Sand, Rousseau, Tolstoy, Hawthorne, and Swift.—(C. T. Bever).

2299. **Mauron, Charles. Notes sur la structure de l'inconscient chez Vincent van Gogh.** (The structure of the unconscious in van Gogh.) *Psyché, Paris*, 1953, **8**, 124–143.—The second of 3 articles (see **28**: 592). Van Gogh's work is analyzed in detail in terms of his (1) pregenital fixations; (2) latent homosexuality; (3) defense mechanism; (4) existential evolution.—(G. Besnard).

2300. **Mauron, Charles. Notes sur la structure de l'inconscient chez Vincent van Gogh.** (Notes on the structure of the unconscious in Vincent van Gogh.) *Psyché, Paris*, 1953, **8**, 203–209.—The last of three articles (see **28**: 2299). The analysis of van Gogh's life and the effect of certain episodes upon his work is carried on to the time of his death.—(G. Besnard).

2301. **Mester, Ludwig. Die Seele in der Bewegung.** (The soul in movement.) *Sammlung*, 1953, **8**, 238–252.—Kleist was responsible for introducing into the literature the "puppet" as the symbol for the appearance of the soul in movement. Valéry has given the "dancer" the deepest meaning and Rilke has added the "angel." All 3 poets have examined the question of the soul in the movement. Although they have answered this question they have not solved it.—(M. J. Stanford).

2302. **Proctor-Gregg, Nancy. Variation on a theme.** *Int. J. Psycho-Anal.*, 1953, **34**, 142–145.—A psychoanalytical study of the Gilbert and Sullivan opera, "Ruddigore."—(G. Elias).

2303. **Róheim, Géza. The wolf and the seven kids.** *Psychoanal. Quart.*, 1953, **22**, 253–256.—The latent content of one of the Grimm brothers' tales is analyzed.—(L. N. Solomon).

2304. **Segy, Ladislas. Sculptures africaines et animisme.** (African sculptures and animism.) *Psyché, Paris*, 1953, **8**, 108–118.—The emotion that the African sculptor feels is projected into his work; his latent animism acts as a creative force. The Westerner "perceives" this emotion while looking at the African sculpture and "projects" his own emotions into the work, thus the "experience" has great intensity and stirring emotional effect.—(G. Besnard).

2305. **Stolnitz, Jerome.** (U. Rochester, N. Y.) **On esthetic valuing and evaluation.** *Phil. phenomenol. Res.*, 1953, **13**, 467–476.—The author considers a question raised by Dewey concerning value-theory which reads: "Irrespective of whether 'prizing' or 'desiring, liking, interest, enjoying' is 'taken to be primary, is it by itself a *sufficient* condition for the existence of values? Or while it is a necessary condition, is a further condition of the nature of *valuation* or *appraisal* required?'" The discussion, which is limited to the esthetic as one species of value-experience, leads to the conclusion that in this area, "Valuing and evaluation are logically distinct and psychologically antithetical.... Evaluation neces-

sarily presupposes valuing, but the converse does not hold."—(P. E. Lichtenstein).

2306. **Zeligs, Dorothy F.** (230 Riverside Dr., New York.) **Two episodes in the life of Jacob.** *Amer. Imago*, 1953, **10**, 181–203.—Jacob's dream of the ladder to heaven on the night he flees from home after stealing the blessing and his later experience when he wrestles with the stranger are regarded as "important inner experiences at two different periods of his life, each marking a deep emotional crisis and promoting a major step toward maturity."—(W. A. Varvel).

(See also abstracts 3021, 3230)

DEVELOPMENTAL PSYCHOLOGY

Childhood & Adolescence

2307. **Aeden, Sh. Manhigim umadrihim banoar hayisr'eli.** (Youth leaders and guides in Israel.) *Niv hak'vutsa*, 1951/52, **1**(4), 78–90.—A comparative study of leadership. A questionary was administrated to 400 adolescents (15–18 years old) in communal settlements and 427 urban ones as to the preferred traits of youth leaders. The 6 preferred traits in the town were: knowledge, sociability, activity, intellect, gaiety, organizing ability; in the communal settlement: activity, learning, capacity of expression, sociability, intellect, organizing ability. The difference between the scales is explained by means of social factors.—(H. Ormian).

2308. **Alm, Ingvar. The long-term prognosis for prematurely born children; a follow-up study of 999 premature boys born in wedlock and of 1002 controls.** *Acta paediatr., Stockh.*, 1953, **42**, Suppl. 94, 116 p.—Mortality rate is considerably higher among the prematures, among the first two yrs of life. There is significantly greater birth injury but not greater TB among the prematures. Height and weight at age 20 years is lower than for the controls. No significant difference in performance of military duties. No significant difference in social adaptation or burden to the community. 107 references.—(D. Prager).

2309. **Barnes, Marion J. The working-through process in dealing with anxiety around adoption.** *Amer. J. Orthopsychiat.*, 1953, **23**, 605–620.—Some of the questions, anxieties, fantasies and problems of a 5.5 year old adopted boy are presented to illustrate the "working-through" process that will be necessary over a period of years as the child struggles with the normal anxiety about his real parentage and about the security of his relationship with his adoptive parents. The material presented is the kind that originates from spontaneous play or through conversations at mealtime or bedtime. Discussion by Anny Katan and René A. Spitz.—(R. E. Perl).

2310. **Bonney, Merl E., & Powell, Johnny.** (North Texas State Coll., Denton.) **Differences in social behavior between sociometrically high and sociometrically low children.** *J. educ. Res.*, 1953, **46**, 481–495.—Using First Grade children as subjects 10 sociometrically high and 10 sociometrically low children were studied. To be accepted for the high group a child had to rank in the highest fourth of peer acceptance on criteria of both work and play and on two successive measurements 3 months apart. A child in the low group was correspondingly in the lowest fourth. The groups were then studied by means of behavior sampling and the observations classified under 25 behavior categories. In only 5 categories was there a statistically significant difference between the two groups. Children in the high group were more conforming, smiled more frequently, showed more cooperative group participation, made more voluntary contributions to the group, and were less likely to be alone during free play periods.—(M. Murphy).

2311. **Buytendijk, F. J. J. Experienced freedom and moral freedom in the child's consciousness.** *Educ. Theory*, 1953, **3**, 1–13.—A phenomenological theory of "expansive dynamism" is developed in a context of French Existentialism and Montessori methods. The first stage of experienced freedom involves refusals, resistance, and revolt. A second stage of freedom is reached through the consciousness of conquest, through experiencing the thing conquered as a positive value. Later on, experiences of surprise, admiration, and objective obligation lead to moral freedom and creative responsibility. Ultimately children come to modify their freedoms of caprice and conquest under the power of social relations. Through cooperative tasks and mutual aid, children build up a "we" as the reality within which each is responsible for the others.—(A. E. Kuenzli).

2312. **Cohen, Y. Sh'ifat hamitbager l'atsmaut k'vituy grafi.** (Adolescent's tendency toward independence as reflected in handwriting.) *M'gamot*, 1951/52, **3**, 372–374.—20 samples were interpreted and compared with other clinical data. The tendency toward independence appears in the adolescent's handwriting in the usual forms, and it demonstrates an existing dynamic conflict with his milieu, aggressivity, hatred toward father, hesitations and other status characterizing adolescents.—(H. Ormian).

2313. **Crow, Lester D., & Crow, Alice.** (Brooklyn Coll., N. Y.) **Child psychology.** (College Outline Series No. 79.) New York: Barnes & Noble, 1953. xv, 267 p. $1.50.—This summary of growth and development, presenting the essentials of child psychology and representing various schools of thought, is keyed to 17 textbooks in the field. Review questions and answers are provided.—(A. J. Sprow).

2314. **Despert, J. Louise. Children of divorce.** Garden City, N. Y.: Doubleday & Co., 1953. 282 p. $3.50.—The author's goal is to sketch the whole experience of marriage failure in its impact on the child with the hope that parents reading the book will move more swiftly to the aid of their unhappy children. Legal divorce need not be automatically destructive to children. Children suffer when loyalties are divided and there is anxiety about the uncertain, the unexpressed, and the unexpressible. Emotional illnesses of children are frequent when the parents are emotionally rather than legally divorced. Parents must remain alert to the child's needs whenever they suspect trouble between themselves. Even very young children respond to the true feelings of their parents for each other.—(D. Prager).

2315. **District of Columbia Public Schools. Child growth and development chart.** New London, Conn.: Arthur C. Croft, 1953. Chart. 50 cents.—Physical growth and development characteristics, along with emotional and psychological needs of children, in five age groups from under five to 16 years, are presented in tabular form.—(T. E. Newland).

2316. **Drucker, A. J.** (Purdue U., Lafayette, Ind.) **How old, emotionally, are seventh and eighth graders?** *Stud. higher Educ., Purdue Univ.*, 1951, No. 79, 69–78.—The traits, needs, and problems of pupils in the early stage of adolescence are discussed on the basis of a Youth Inventory conducted among 4,000 junior high school students by Science Research Associates. It appears that the problems which young people recognize differ little from age 12 to 18 and that the primary concerns have to do with vocational future, improving social facility, and learning about sex relations.—(A. E. Kuenzli).

2317. **Farrell, Muriel.** (469 Oak St., Ridgefield, N. J.) **Understanding of time relations of five-, six-, and seven-year-old children of high I.Q.** *J. educ. Res.*, 1953, **46**, 587–594.—A questionnaire consisting of 27 two-part questions was administered to 75 "gifted" children (average IQ of the group approximately 145). Understanding of time relations seems to increase between ages 5 and 6, but not between ages 6 and 7. No sex difference was found. The cues used by children in determining time relations were studied. The most commonly employed cues were sequential, word-of-others, and records or measurements.—(M. Murphy).

2318. **Feinberg, Mortimer R.** (City Coll., New York.) **Relation of background experience to social acceptance.** *J. abnorm. soc. Psychol.*, 1953, **48**, 206–214.—"The problem in this study was to determine whether there are background experiences significantly related to social acceptance among adolescent boys and, if so, to ascertain whether these background experiences are characteristic generally of all adolescent boys or whether there are differences dependent upon their economic status.... As far as one can generalize from the present study, those background experiences predictive of social acceptance are, for the most part, common to all economic levels." 16 references.—(L. N. Solomon).

2319. **Forres, Hildegarde. Emotional dangers to children in hospitals.** *Ment. Hlth, Lond.*, 1953, **12**, 58–62.—The lasting damage which is done to a young child's personality by a stay in a general hospital (children's hospitals are less culpable) is stressed. Especially is it dangerous for "hard" nurses—strong-willed, efficient women whose frustrations in life have crippled their ability to make spontaneous human contact—to work with children. A number of examples of short-sighted and unnecessarily rigid hospital practices are cited. Numerous practical suggestions for lessening the emotional dangers of hospitalization are included. These range from a change in hospital policy to encourage more visits by the parents, to the manufacture of hygienic, washable equivalents for the soft, furry animals the children take to bed at home.—(G. E. Copple).

2320. **Gallagher, Roswell J.** (Children's Med. Center, Boston, Mass.) **Why they rebel.** *Atlant. Mon.*, 1953, **191**(6), 69–71.—In a brief analysis of adolescent rebellion several case histories are presented to suggest typical problems of the adolescent revolt. Emphasis is placed upon rebellion as an attempt at independence, and the necessity for such a developmental stage in producing a mature responsible adult, is stressed. The importance of parental insecurities and anxieties in creating dependency is pointed out, as well as the dangers growing out of overdomination and overprotection by them.—(R. W. Colgin).

2321. **Gallagher, J. Roswell, & Gallagher, Constance D.** (Children's Med. Ctr., Boston, Mass.) **Some comments on growth and development in adolescents.** *Yale J. Biol. Med.*, 1953, **25**, 334–348.—Measures of growth and development vary during adolescence within wide ranges of normality, yet adolescents are particularly prone to over-concern with size and growth, primarily as an aspect of their wish to conform with the group. Physicians should know not only the facts about normal variations, but the important psychological potentialities of wide divergence. Tables relating height and weight values and increments to chronological and skeletal age are given.—(W. A. Wilson, Jr.).

2322. **Gardner, George E. Children in the contemporary scene.** *Understanding the Child*, 1953, **22**, 66–70.—Though the level of adequate child care is high in America there is room for improvement in the following areas: physical health care for mothers and children; mental health care; meeting individual educational needs; juvenile delinquency programs; identification of special creative abilities in children; and extension of "what we *do* know about—and *can do* about child care ... to large segments of our population in America."—(W. Coleman).

2323. **Graham, Thomas F.** (U. Ottawa, Can.) **Doll play phantasies of Negro and white primary school children.** *Rev. Univ. Ottawa*, 1953, **23**, 229–242.—Family phantasies of children from different racial groups may be elicited by projective doll play in a parallel manner. Quantitative differences were found to exist between the phantasies of Negro and white primary school children because of their sex, development, and individuation.—(A. J. Sprow).

2324. **Hägi, Hans. Zur Psychologie des Kindergartens.** (Psychology of kindergarten children.) *Heilpädag. Werkbl.*, 1953, **22**, 94–98.—Description of the main characteristics of Kindergarten children between 5–7 yrs of age.—(M. H. Nagy).

2325. **Heymann, Karl. Therapeutische Erziehung.** (Therapeutic education.) *Psychol. Praxis*, 1953, No. 13, 62 p.—In modern civilization, children are subjected to continual conflict between individual desires and social pressures. These pressures enforce a conformity which children do not comprehend. With conformity, there is loss of the natural humor, poetry, and irrationality of youth. Individuals become automata, unreasoning and uncreative, interested in practical rather than human values. It is essential that modern education lend itself to the endeavor of gaining freedom for youth from the dictates of society. Only in this way may the creative capacities of children be cultivated and the soul-deadening effects of the materialistic civilization be countered.—(A. E. Harriman).

2326. **Himmelweit, Hilde T. A study of the attitudes, value systems and behaviour of young adolescents belonging to different social status groups.** *Bull. Brit. psychol. Soc.*, 1953, **20** (Inset), 7.—Abstract.

2327. **Keith-Lucas, Alan.** (U. North Carolina, Chapel Hill.) **Status of parents of children in foster care.** *Child Welfare*, 1953, **32**(6), 3–5.—The status of the parents during court-enforced placement of their child is discussed with reference to the rights of the child and the courts. Parental power is de-

fined. Certain rights and duties are retained by the parent. Suggestions for improving agency-court relations are given, while the child's need for consistent guardianship is stressed.—(S. M. Amatora).

2328. **Kelner, I. Mitoh avoda hinuhit-sotsialit.** (From educational-social experience.) *Urim*, 1952/53, **10**, 258–262; 432–438.—A case study description of a 17-years old Yemenite girl, dwelling in a median city in Israel, is given—family conditions, life history, development, husband and friends, and a trial of treatment by transferring her into a communal settlement.—(H. Ormian).

2329. **Klineberg, Otto.** (Columbia U., New York.) **Cultural factors in personality adjustment of children.** *Amer. J. Orthopsychiat.*, 1953, **23**, 465–471.—We know little about the child's actual reaction to many cultural experiences. We cannot explain discontinuities between childhood gratifications and adult aggression. We do not know whether childhood training determines adult personality or vice versa. Is the effect of cultural practices absolute or relative; will not the meaning to the individual of a certain amount of frustration vary in relation to the amount of frustration to which he sees other individuals subjected? We do not know the full effect of culture conflict faced by immigrants, and that within our own American culture. The problem of individual variation between people who seem to have almost identical cultural backgrounds has never been fully explained.—(R. E. Perl).

2330. **Korber, George William. Parental standards of adolescent sexual behavior: a study of values in conflict.** *Dissertation Abstr.*, 1953, **13**, 264–265.—Abstract of Ph.D. thesis, 1953, Stanford U. Microfilm of complete manuscript, 104 p., $1.30, University Microfilms, Ann Arbor, Mich., Publ. No. 4677.

2331. **Kornitzer, Margaret. Child adoption in the modern world.** New York: Philosophical Library, 1952. xiii, 403 p. $4.50.—A survey of the status of adoption in present day society, this book contains material both for adopting parents and workers in the field of adoption. Adoption is discussed from the historical, the legal, and the psychological points of view. Practices in adoption are examined in some detail for the countries of England, Scotland, Northern Ireland, Australia, New Zealand, Africa, Canada, and the United States. Countries in Europe and Latin America are dealt with more briefly.—(L. B. Costin).

2332. **Lees, J. P. Some connections between family position and behavioural differences.** *Bull. Brit. psychol. Soc.*, 1953, **20** (Inset), 12.—Abstract.

2333. **Lunzer, E. A. Aspects of language development in children between the ages of two and six.** *Bull. Brit. psychol. Soc.*, 1953, **20** (Inset), 6–7.—Abstract.

2334. **McCurry, William H.** (Georgia Baptist Children's Home, Hapville.), **& Irwin, Orvis C. A study of word approximations in the spontaneous speech of infants.** *J. Speech Hearing Disorders*, 1953, **18**, 133–139.—It is possible to get observer agreement as to the meaning of vocalizations for infants at the 10th and 11th age level (20–22 mos.). There is a significant increase in the number of word approximations from the 10th to the 11th age level and a significant increase in the number of words attempted. There was no increase in the number of correct pronunciations from one age level to another. There were no sex differences which were significant.—(M. F. Palmer).

2335. **Machover, Karen.** (Kings County Psychiatric Hosp., Brooklyn, N. Y.) **Human figure drawings of children.** *J. proj. Tech.*, 1953, **17**, 85–91.—The author through the analyses of human figure drawings traces the personality development of the male and female child up to the age of 11.—(S. Hutter).

2336. **Marshall, James. Children in the present world situation.** *Amer. J. Orthopsychiat.*, 1923, **23**, 454–464.—The great crisis of emotion, mind, and spirit in the adult world is shared by parents and children alike. We can dabble here and there in special consideration for our children, but we are not going to make it a better, safer world for them unless we do so for ourselves. Psychological scientists must assume social responsibility. Even without full and perfect answers they must help us learn how to deal with authority, how to counteract the hostile use of psychological knowledge.—(R. E. Perl).

2337. **Merzbach, A. Y'ladim b'mosadot mib'hina psihologit.** (Children in closed homes from psychological point of view.) *Harefuah*, 1953, **44**, 86–87.—Mental development and general behavior of children in closed homes seems to be delayed several months, as well as their language, play and social development. They are depressed and passive. This results in feeling of emotional limitation, following from missing of love. The parallel, but not identic, situation in "common education" in the communal settlements in Israel is discussed. Several educational implications are suggested.—(H. Ormian).

2338. **Montalto, Fannie D.** (U. California, Los Angeles.) **Maternal behavior and child personality: a Rorschach study.** *J. proj. Tech.*, 1952, **16**, 151–178.—"The individual Rorschach records of a sample of 57 children from the Fels population, aged 6 and 7 years, were evaluated to determine what personality factors might be related to varying methods of parental handling." 31 references.—(S. Hutter).

2339. **M'rom, M. L'heker ishiyut hayeled hay'hudi b'artsot habrit.** (Studying the personality of Jewish children in the U.S.A.) *Habinukh*, 1952/53, **25**, 25–43.—The main question is: Personality and bicultural education. Data were collected from 5 various sources: teachers records, observation of 12 4-year old children, projective techniques, intelligence testing, examination of the child's Jewish experiences and of his parents' Jewish attitudes. Here the first part of the results is given of an experiment in early childhood education, in which the child experienced Jewishness in a natural way appropriate to child's stage of development and in close conjunction with his expanding knowledge of and identification with the American environment in which he is growing up.—(H. Ormian).

2340. **Myers, M. S.** (Purdue U., Lafayette, Ind.) **The role of certain religious values for high school youth.** *Stud. higher Educ., Purdue Univ.*, 1951, No. 79, 79–85.—The samples in this study were drawn from a national survey of 8,000 high school students. Comparisons are made of superstitious and non-superstitious respondents and of religiously and secularly oriented students. Socioeconomic status, educational level of parents, and replies on factual knowledge questions were found to be lower for the superstitious and orthodox groups than for the non-superstitious and secular groups. Religious orienta-

tion influenced the selection of academic courses. "The typical high school student has a favorable attitude toward the church, attends services about once a week, and says prayers once or twice a day." —(A. E. Kuenzli).

2341. **Oppenheim, A. N. Social class differences in adolescent values and attitudes.** *Bull. Brit. psychol. Soc.*, 1953, **20** (Inset), 8.—Abstract.

2342. **Ormian, Haim. (Ed). Psihologia shel hahitbagrut.** (Psychology of adolescence.) (2nd ed.) Jerusalem: Union of Hebrew Teachers in Israel, 1952. 400 p.—(See **23**: 4165.) Based on psychological writings in English (54%—first of all American psychology), Hebrew and Yiddish (27%), German (10%), Polish (7%), and French (2%). Sociological explanation of adolescence and adjustment are stressed. The contents: Developmental psychology, mental development, the last years of childhood, physical growth, methods of studying adolescents, meaning of adolescence—views and approaches, sexual changes, adolescent personality, his social behavior and differential psychology, the psycho-social base of youth organization and its various types, adolescence in Israel. 52-item bibliography of studies on youth in Israel.—(H. Ormian).

2343. **Podolsky, Edward. The first six years.** *Understanding the Child*, 1953, **22**, 71-72.—Some general statements regarding the psychological development in the first six years are made.—(W. Coleman).

2344. **Rand, Winifred; Sweeny, Mary E., Vincent, E. Lee; Breckenridge, Marian E., & Murphy, Margaret Nesbitt. Growth and development of the young child.** (5th ed.) Philadelphia: W. B. Saunders, 1953. xii, 523 p. $4.50.—This revision of the 1946 edition (see **20**: 4399) by the Misses Breckenridge and Murphy "has been planned and rewritten to utilize new knowledge of development of children, their needs, and the environmental influences affecting their development which has accumulated since the fourth edition." 670-item bibliography.—(A. J. Sprow).

2345. **Resnick, Joseph.** (State Teachers Coll., Bemidji, Minn.) **Towards understanding adolescent behavior.** *Peabody J. Educ.*, 1953, **30**, 205-208.—Emphasis is placed upon the dual desire of adolescents for independence (to be self-governing) and dependence (to obtain assurance and approval). The author mentions the necessity of gradualness in the growth in freedom from control. Punishment should be reasonable and corrective. By corrective measures, the adolescent is prevented from using the exception to the regulation as a cause for more deviation from the accepted standard. The author also touches on the effect of identification, hero-worship, hyper-critical attitudes and peer groups.—(M. M. Kostick).

2346. **Rieger, H. Liv'ayat hahitarut shel noar temani.** (The problem of acculturation of Yemenite youth in Israel.) *M'gamot*, 1951/52, **3**, 259-291.—Both formal and non formal interview, direct observation of behavior and questionnaire have been used. The Yemenite youth pass from an authoritarian, tradition and religion minded society into a present and future minded, from short adolescence to a less primitive one. And this is a source of adjustment dangers, especially because the real adjustment remains behind the ideological one. If their contact with the family remains close, in spite of their higher level of aspiration, their aggressivity is diminished. Early marriage slows down the process of adjustment; but economic independence, as well as identification with the people and the country, stimulate it. Coöperation between institutions absorbing immigrants is of extreme importance for diminishing the tension deriving from acculturation.—(H. Ormian).

2347. **Sears, R. R., Whiting, J. W. M., Nowlis, V., & Sears, P. S. Some child-rearing antecedents of aggression and dependency in young children.** *Genet. Psychol. Monogr.*, 1953, **47**, 135-236.—The dependency and aggressive actions of 19 girls and 21 boys of preschool age are related to such home experiences as maternal nurturance, severity of frustration, and severity of punishment. The children's actions were categorized on the basis of direct observations plus teachers' ratings, and their home experiences were evaluated by ratings based on information obtained through three-hour interviews with the mothers. Although the obtained relationships are "of relatively low statistical reliability," they are interpreted as being "congruent with the theoretical formulation of the development of dependency and aggression."—(G. G. Thompson).

2348. **Shears, L. W. The dynamics of leadership in adolescent school groups.** *Bull. Brit. psychol. Soc.*, 1953, **19**, 20-22.—Abstract.

2349. **Strang, Ruth.** (Columbia U., New York.) **Helping children solve problems.** Chicago, Ill.: Science Research Associates, 1953. 48 p. 40¢.—Children have more problems than most parents and teachers realize. Suggestions are offered for helping the child use the problem-solving method, step by step. What to do when problems cannot be solved, cooperation in group problems, how the teacher can help, and community cooperation are also discussed. —(S. M. Amatora).

2350. **Sullenger, T. Earl; Parke, Libbie H., & Wallin, Willma K.** (U. Omaha, Neb.) **The leisure time activities of elementary school children.** *J. educ. Res.*, 1953, **46**, 551-554.—Children from an industrial area in grades 4 through 8 were studied by means of a questionnaire, and this summary is based on the analysis of 1800 replies. The 5 most popular activities were listening to the radio, movies, reading, roller skating, just playing catch. Low participation was found in all handicrafts. Extensive information is also given on activities in which the children would have liked to participate, along with the reasons why they were unable to do so.—(M. Murphy).

2351. **Taft, Ruth. Adoptive families for "unadoptable" children.** *Child Welfare*, 1953, **32**(6), 5-9.—The problem of selecting and developing adoptive families for children with special problems who would otherwise be denied adoption is a matter of universal concern. Two such cases from the author's experience are given in detail. Suggestions for the preparing of parents for this type of adoption are included.—(S. M. Amatora).

2352. **Welsch, Exie E. Sustaining the child in his impaired home.** *Child Welfare*, 1953, **32**(7), 3-7.—Every child needs a home and a family of his own. Sustaining that home, despite its inadequacies, is a challenge to casework practice. Features discussed are (1) determining the positives of the home; (2) placing the focus on the basic strengths; and (3) the

necessity of a thorough study of each case.—(S. M. Amatora).

2353. **Winnicott, D. W. Psychoses and child care.** *Brit. J. med. Psychol.*, 1953, **26**, 68–74.—A theory of mental health (and ill-health) is developed out of a consideration of infant experience and the natural situation of the infant. The nature of the "environment-individual set-up" is seen as the crucial element in determining the nature of psychic development.—(C. L. Winder).

2354. **Winnicott, D. W. Transitional objects and transitional phenomena; a study of the first not-me possession.** *Int. J. Psycho-Anal.*, 1953, **34**, 89–97.—The first possession of an infant is related backwards in time to autoerotic phenomena like thumb-sucking and forward to the first toy recognized as such. It is related to, and midway between, the external object (mother's breast) and internal objects (magically introjected breast). This intermediate area of transitional objects and transitional phenomena is made possible by the mother's adapting herself to the needs of the infant, thus allowing the infant the illusion that what it creates really exists. This area of experience constitutes the greater part of the infant's experience and is retained throughout life in the form of religious, creative, imaginative, and speculative living.—(G. Elias).

2355. **Zimmerman, Frederic T.** (Coll. of Physicians and Surgeons, Columbia U., New York.), **& Burgemeister, Bessie B. A balanced concept of child training with social implications.** *Amer. J. Psychiat.*, 1953, **110**, 143–152.—"We have presented a balanced concept of child training based on our observations of the dynamics of life in the retarded-child family and the known data of animal experimentation. Since the preservation of a culture depends on the efficacy of transmission of its ideals through its children, we have attempted to explore the possible sociological implications connected with child training."—(N. H. Pronko).

(See also abstracts 1845, 2501, 2642, 2667, 3109)

Maturity & Old Age

2356. **Breckinridge, Elizabeth Llewellyn. Effective use of older workers.** Chicago: Wilcox & Follett, 1953. 224 p. $4.00.—The survey reported, conducted by the University of Chicago, was not designed to define the status of employment and retirement practices in the U.S., but to uncover unusual practices and attitudes. Hence what are described are not typical company practices but those of "progressive corporations" in hiring, transferring, and retiring older workers. Problems of the older worker are defined and ideas for solving the problems are developed. Included in four of the chapters are papers by representatives from different industries. These special papers outline what one corporation has done about a problem of the older worker, e.g., shifting the aging worker, counseling, and hiring.—(J. E. Birren).

2357. **Bronstein, Lewis B. Goldwater, Leonard J., & Kresky, Beatrice. Occupational potentialities of the older cardiac patient.** *Geriatrics*, 1953, **8**, 252–258.—An analysis of the active case load (580 patients) at two adult cardiac clinics revealed that a majority of patients attending these clinics are engaging in useful occupations. "Even among the older age groups, substantial numbers are gainfully employed, and follow-up studies give no evidence that continuing employment has an adverse effect on the course of heart disease."—(R. G. Kuhlen).

2358. **Burstein, Sona R.** (Wellcome Historical Medical Museum, London, Eng.) **Objectives and techniques in the psycho-social study of old age.** *Geriatrics*, 1953, **8**, 453–458.—The author, who has conducted research in aging in Britain for a number of years, offers a number of informal suggestions regarding methodology and purposes in old age research.—(R. G. Kuhlen).

2359. **Dörken, Herbert, Jr.** (McGill U., Montreal, Que., Can.), **& Greenbloom, Grace C. Psychological investigation of senile dementia: II. The Wechsler-Bellevue adult intelligence scale.** *Geriatrics*, 1953, **8**, 324–333.—The Wechsler-Bellevue Test was administered to 67 patients having a diagnosis of senile psychosis or psychosis with cerebral arteriosclerosis and to 20 normal subjects of comparable age. For subjects over 64, the efficiency quotient seems to provide a more valid measure of intelligence than the IQ. The correlation of subtests with total scales suggested that information, vocabulary, digit span, and picture completion would be preferable subtests to include in a brief scale for seniles. Copple's senescent decline quotient appeared to be a more valid indicator of senile deterioration than Wechsler's deterioration index. 22 references.—(R. G. Kuhlen).

2360. **Duckat, Walter. The attitude toward the aged in rabbinic literature.** *Jewish soc. Serv. Quart.*, 1953, **29**, 320–324.—A brief review of articles and topics on or related to gerontological problems as contained in the Talmud and rabbinical literature. —(M. A. Seidenfeld).

2361. **Goldfarb, Alvin I.** (Home for Aged and Infirm Hebrews, New York.), **& Turner, Helen. Psychotherapy of aged persons. II. Utilization and effectiveness of "brief" therapy.** *Amer. J. Psychiat.*, 1953, **109**, 916–921.—75 residents of the Home for Aged and Infirm Hebrews referred for psychiatric care were given treatment consisting of as widely spaced and brief sessions as possible. Emotional gratification of the patient toward increased self-esteem was the therapeutic aim of each session. "Results were better than expected." 26 references. —(N. H. Pronko).

2362. **Gravatt, Arthur E.** (301 Bryant Ave., Ithaca, N. Y.) **Family relations in middle and old age, a review.** *J. Geront.*, 1953, **8**, 197–201.—Studies and theories of the nature of family relations in middle age and old age are reviewed. There appears a "... continuity to personality adjustment within the family, even when the major changes of middle and later life, namely departure of the children, decline in sexual activity, and approaching retirement, demand changes in behavior patterns." The theories "...are as yet somewhat inadequate but tend to emphasize the need for longitudinal studies of personality development."—(J. E. Birren).

2363. **Green, Martin A., & Bender, Morris B.** (New York U.) **Cutaneous perception in the aged.** *A.M.A. Arch. Neurol. Psychiat.*, 1953, **69**, 577–581.—The responses of 342 normal adults ranging in age from 40 to 96 years to double tactual stimulation on the hand and face indicated that those from 65 to 96 in

age made consistently more errors. The incidence of the errors increased with increasing age. The elderly responded in much the same manner to the test as children under 6.—(L. A. Pennington).

2364. **Hanes, Bernard.** (Ohio State Penitentiary, Columbus.) **Perceptual learning and age.** *J. consult. Psychol.*, 1953, **17**, 222-224.—A prison population, consisting of a "Young" (20-34 years of age), "Middle Maturity" (35-49), and "Old" (50-70) group were subjected to perceptual learning tasks under experimental conditions. Conclusions: "Decline [is] most apparent in learning requiring new associations, rather than learning which demands a reorganization of previously formed habit patterns. No evidence for any relationship between kinds of material and decline was found; but rather a consistent relationship between age and performance was discovered. The younger person performs better but experiences approximately the same difficulty with the various types of materials as the older person." —(F. Costin).

2365. **Hollender, Marc H.** (Drexel Home, Chicago, Ill.) **Psychiatric evaluation of applicants to a home for the aged.** *Jewish soc. Serv. Quart.*, 1953, **29**, 320-324.—A discussion of the psychiatric criteria used in the selection of applicants for a home for the aged. The basic criteria are (1) ability of the applicant to fit into the milieu of the home, and (2) will beneficial results accrue to the individual as a result of admission? Further criterion data are being developed.—(M. A. Seidenfeld).

2366. **Kubie, Susan H., & Landau, Gertrude. Group work with the aged.** New York: International Universities Press, 1953. 214 p. $3.50.—This is a description of the evolution of a recreational center for the aged from its beginnings through nine years of development into a large and well functioning community center. Activities such as arts, dramatics, crafts, and music are discussed both from the viewpoint of the group as a whole and in terms of the satisfactions derived by the individual participants. The change in the group in motivation, ability and desire to assume responsibility, and group learning are thoroughly discussed and documented, together with the resultant changes in the role of the staff. —(J. E. Birren).

2367. **Linden, Maurice E.** (Norristown (Pa.) State Hosp.), **& Courtney, Douglas. The human life cycle and its interruptions: a psychologic hypothesis. Studies in gerontologic human relations I.** *Amer. J. Psychiat.*, 1953, **109**, 906-915.—Social research and therapeutic implications of a new theory of the human life cycle are presented in which the latter half of the life span is not considered as a "barren interlude preceding one's demise."—(N. H. Pronko).

2368. **Mack, Margery J.** (U. Chicago, Ill.) **Personal adjustment of chronically ill old people under home care.** *Geriatrics*, 1953, **8**, 407-416.—84 urban chronically ill were studied by interview and the "Your Attitudes" schedule and compared with 96 normal old people from semirural background. Social class, amount of physical care required, previous adjustment, and family attitudes were related to adjustment in illness. The ill group did not consider themselves different from other old people, but were less happy and in other respects showed poorer adjustment and fewer activities and contacts. Two types were found, the hopeful and the resigned, the latter having poorer adjustment.—(R. G. Kuhlen).

2369. **Mack, Margery J.** (U. Chicago, Ill.) **The personal adjustment of chronically ill old people under home care.** *Nurs. Res.*, 1952, **1**, 9-30.—Personal adjustment of chronically ill older people was studied in a group of persons receiving visiting nursing service in their own homes. Results indicate (1) that the factors of social class, amount of physical care required, past adjustment in life, and family attitudes are related to adjustment in illness; (2) that the ill did not see themselves as being different from other old people; (3) that the chronically ill group, as compared with the normal group of aged, are considerably unhappier and have poorer personal adjustment. Two personality types were found: the hopeful and the resigned. The former is associated with good adjustment, the latter with poor adjustment. —(S. M. Amatora).

2370. **Meerloo, Joost A. M.** (Columbia U., New York.) **Contributions of psychoanalysis to problems of the aged.** In Heiman, M., Psychoanalysis and social work, (see **28**: 2572), 321-337.—Recent changed factors in our approach to the problems of the old-aged are discussed: (1) increased interest in gerontology; (2) the application of psychoanalytic knowledge to old age problems; and (3) intensified occupational therapy in mental institutions and increased use of social workers in the field. The author also examines these psychological changes of the old-aged: (1) changed attitude towards the environment; (2) changed attitudes towards the body; (3) sexual problems; and (4) other psychodynamics. Therapy with persons exhibiting old-age problems is discussed briefly. 24 references.—(L. B. Costin).

2371. **Miles, Walter R., & Shriver, Beatrice M.** (Yale U., New Haven, Conn.) **Aging in Air Force pilots.** *J. Geront.*, 1953, **8**, 185-190.—Interviews were conducted with 851 aircrewmen to determine "critical incidents" or incidents in which the level of performance was largely influenced by age. A total of 1836 critical behaviors were recorded, 457 effective and 1379 ineffective critical behaviors. More than 40% of the ineffective behaviors were related to changes in physical abilities, particularly an age increase in proneness to fatigue. Motivation for military flying decreased with age, correlation −0.54. It was also found that an increase in flight experience was correlated with a decrease in effective motivation, correlation − 0.45. "The relationship of chronologic age and types of motivation leading to ineffective flying performance seems definite and substantial."—(J. E. Birren).

2372. **Moberg, David O.** (Bethel Coll., St. Paul, Minn.) **Church membership and personal adjustment in old age.** *J. Geront.*, 1953, **8**, 207-211.—Residents of institutions in the St. Paul-Minneapolis area were given a personal adjustment questionnaire and were also questioned about the church membership. Church members (N = 132) had a significantly higher mean personal adjustment score than non-members (N = 87). However, when a sub-sample of 53 church members and 53 non-members, matched for sex, employment, club participation, marital status, number of living children, education, and self-rating of health, were compared, the differences in mean personal adjustment scores were not significant.—(J. E. Birren).

2373. **Moberg, David O.** (Bethel Coll., St. Paul, Minn.) **Leadership in the church and personal adjustment in old age.** *Sociol. soc. Res.*, 1953, **37**, 312–316.—Based on the responses to questionnaire items of 219 persons aged 65 and over who were residents of seven institutions in the Twin City metropolitan area, the data analyzed indicate that persons in the sample used who have formerly been formal leaders in the church are better adjusted in old age as a group than are those who have never held positions of leadership in the church.—(S. M. Amatora).

2374. **Palmer, Edward Nelson.** (Hampton Institute, Va.) **Toward a sociological definition of old age: a research note.** *Amer. J. Sociol.*, 1953, **59**, 28–29.—A statistical procedure for determining the chronological lower limits of sociological old age involves: (1) establishment of norms of adulthood for various social criteria, (2) determination of the ages at which deviations occur. The method will permit an inventory of sociological old age with reference to various criteria, such as labor-force participation, employment status, living arrangement and income.—(D. L. Glick).

2375. **Rambo, Victor C. Further notes on the varying ages at which different peoples develop presbyopia.** *Amer. J. Ophthal.*, 1953, **36**, 709–710.—Presbyopic onset is earlier in east Indians and certain other races than in the Europeans and Scandinavians.—(D. Shaad).

2376. **Schaie, K. Warner, Rosenthal, Fred, & Perlman, R. M.** (U. Wisconsin, Madison.) **Differential mental deterioration of factorially "pure" functions in later maturity.** *J. Geront.*, 1953, **8**, 191–196.—Tests of primary mental abilities, verbal meaning, space, reasoning, number, and word fluency, were given to 61 subjects aged 53 to 78 years. Subjects were unselected for education, ethnic, and economic background. The tests were given both timed and untimed. Scores of both timed and untimed tests declined with age. Differential decline in test scores with age was more marked for untimed tests.—(J. E. Birren).

2377. **Shanas, Ethel, & Havighurst, Robert J.** (U. Chicago, Ill.) **Retirement in four professions.** *J. Geront.*, 1953, **8**, 212–221.—Physicians, public school teachers, Methodist ministers, and YMCA secretaries were studied in regard to retirement experience. Among the groups, all except the physicians were forced to retire at a fixed age. More than half of the men studied were still employed. "Continued work after retirement is found to be not necessarily related to either economic necessity or a desire to fill 'empty time.'" "Professional men are found not to retire if they can avoid it." The authors believe that if an arbitrary age of retirement is necessary, 68 would be a reasonable age for professional men.—(J. E. Birren).

2378. **Shriver, Beatrice M. Age and behavior: a study of the effects of aging on aircrew performance.** *USAF, Sch. Aviat. Med. Proj. Rep.*, 1953, Proj. No. 21-0202-0005, Rep. No. 3, iii, 86 p.—The critical incident technique was used to collect reports by aircrewmen on the effects of aging which they had observed in their own performance and in the performance of other active flying personnel. The data indicate that impairment associated with age occurs in the following areas: (1) physical abilities, particularly the ability to resist fatigue and excessive demands upon the organism; (2) ability and motivation to improve in skill and technique; (3) actual job performance particularly with respect to speed and accuracy of work, retention of control in emergency situations, and retention of a proportionate degree of caution; (4) relationships with co-workers; and (5) motivation and adjustment with respect to the job.

2379. **Silverman, Albert J.** (U. Colorado Sch. Med., Denver.) **Some recent contributions in the field of geriatric psychiatry.** *Amer. J. med. Sci.*, 1953, **225**, 101–106.—A brief review is given of some recent advances in geriatric psychiatry under the following captions: the increase in number of publications, discussions, lectures, and appointments of commissions on problems of the aged; mental euthanasia; the role of emotional factors and psychotherapy in the elderly; somatic treatment (electric shock therapy, pituitary gonadotropin, nicotinic acid to improve cerebral circulation, thyroid hormone-vitamin B complex therapy); the longer time for adaptation in the elderly; electroencephalographic evidence of brain changes with age; cerebral anoxia in the aged; unilateral or bilateral internal carotid occlusion.—(F. C. Sumner).

2380. **Smith, Mark W.** (Ohio State U., Columbus.) **Older workers' efficiency in jobs of various types.** *Personnel J.*, 1953, **32**, 19–23.—Skilled, unskilled and clerical groups of employees all included men over 70 who were holding up well on their jobs. There was a tendency for older workers to lose speed and to have some difficulty adjusting to new tasks, but this was counterbalanced by their steadiness, attendance and ability to work without supervision. Older persons may be kept as valuable employees by transferring them tactfully or by changing the nature or layout of their jobs.—(M. B. Mitchell).

2381. **Stevenson, George S.** (Natl. Assoc. for Mental Health, New York.) **A guide to a community committee on the mental health of the aged.** *Ment. Hyg., N. Y.*, 1953, **37**, 265–277.—A summary of the ways and means to effectively organize a community program for serving the mental health needs of aging individuals.—(M. A. Seidenfeld).

2382. **Tuckman, Jacob, & Lorge, Irving.** (Teachers Coll., Columbia U., New York.) **Attitudes toward old people.** *J. soc. Psychol.*, 1953, **37**, 249–260.—Study of the attitudes and opinions of young adult graduate students showed "That there is a substantial acceptance of the misconceptions and stereotypes about old people." The students apparently considered the old in terms of "cultural expectations," looking "upon old age as a period characterized by economic insecurity, poor health, loneliness, resistance to change, and failing physical and mental powers."—(J. C. Franklin).

2383. **Tuckman, Jacob, & Lorge, Irving. Retirement and the industrial worker.** New York: Bureau of Publications, Teachers College, Columbia University, 1953. xvi, 105 p. $2.75.—Interviews were conducted with union members in the ladies garment industry of the New York area who were 55 years of age and over. 3 groups are defined and studied: those still on the job; those still on the job but who had submitted an application for retirement, and those who had already retired. Major subjects covered were: retirement attitudes; health; pressure effect of aging on work performance; worker's preparation for

retirement; effect of retirement on the family; and factors related to retirement attitudes. Appendix and references.—(B. Sless).

2384. **Tuckman, Jacob** (Columbia U., New York), **Lorge, Irving; Steinhardt, Roger W., & Zeman, Frederic D. Somatic and psychological complaints of older people in institutions and at home.** *Geriatrics*, 1953, **8**, 274–279.—The Cornell Medical Index and a Supplementary Health Questionnaire were administered to 97 non-institutional and 171 institutional men and women beyond the age of 61 years. Findings indicated that the number of symptoms decrease with age for men and show no change for women, a finding which is contrary to prevailing opinions and evidence from studies of health problems of older people. That older people accept more readily the cultural stereotype that poor health is a concomitant of aging is advanced by the writers as a reasonable explanation for the decrease in symptoms. —(R. G. Kuhlen).

2385. **Weil, Julius.** (Montefiore Home, Cleveland Heights, O.) **Life in the home for older persons.** *Geriatrics*, 1953, **8**, 459–462.—The author presents a discussion of desirable facilities in a home for the aged and methods by which the various services can be so marshalled as to help the individual to resume gradually as normal a mode of living as possible. —(R. G. Kuhlen).

2386. **Woods, James H.** (Welfare Federation of Cleveland, O.) **Helping older people enjoy life.** New York: Harper & Bros., 1953. xiii, 139 p. $2.50.—Written primarily for the volunteer who wants to work with older people, the book deals mainly with the development of recreational programs. An account is given of a club activities project for the older residents of Cleveland. Events considered include parties, hobby shows, and camping.—(O. J. Kaplan).

(See also abstracts 3023, 3031)

SOCIAL PSYCHOLOGY

2387. **Beals, Ralph L., & Hoijer, Harry.** (U. California, Los Angeles.) **An introduction to anthropology.** New York: The Macmillan Company, 1953. xxi, 658 p. $6.00.—This elementary text is intended for first and second-year courses covering both physical and cultural anthropology. The book is organized into 21 chapters which deal successively with man's biological heritage, genetics, the criteria of race, fossil man and racial history, racial types among modern man, race problems, the nature of culture, tools, the gathering and production of food, clothing, shelter, and transportation, economics, the family, marriage, political organization, religion, language, the arts, education and the formation of personality, problems of cultural change, and acculturation and applied anthropology.—(H. H. Strupp).

2388. **Berelson, Bernard, & Janowitz, Morris. (Eds.) Reader in public opinion and communication.** (2nd ed.) Glencoe, Ill.: Free Press, 1953. xi, 611 p. $5.50.—This book is divided into 10 sections each introduced by a brief statement from the editors explaining why the particular articles were chosen. The first nine sections are the same as they were in the 1950 edition. The present edition has been enlarged by the addition of a tenth section "Methods in Public Opinion Research." A topical bibliography of more than 200 items concludes the book.—(H. W. Riecken).

2389. **Beres, David. The person and the group: object relationships.** In Heiman, M., Psychoanalysis and social work, (see **28**: 2572), 53–75.—Presented is a summary of psychoanalytic concepts as they relate to the problems of individual-group interaction. This interaction is illustrated in terms of (1) autoerotism and narcissism; (2) mother-child relationships; (3) identification; (4) intra-family relationships; (5) the child and his community; (6) "being in love"; (7) transference.—(L. B. Costin).

2390. **Berkowitz, Leonard. Sharing in small, decision-making groups.** *J. abnorm. soc. Psychol.*, 1953, **48**, 231–238.—72 groups of small, decision-making conferences in business, industry, and government were studied by a team of observers. "The following hypotheses were developed to explain the results: 1) There is a general expectation in the present population of groups maintaining that the socially designated leader, the chairman, should be the sole major behavioral leader.... 2) Leadership sharing is not generally reacted to negatively in groups with urgent problems."—(L. N. Solomon).

2391. **Bonner, Hubert.** (Ohio Wesleyan U., Delaware.) **Social psychology; an interdisciplinary approach.** New York: American Book Co., 1953. 439 p. $4.25.—This textbook for the study of the behavior of the individual in the group is divided into 5 parts: (1) The foundations of social psychology—its scope, development, and method of investigation; (2) Social interaction—language, group life, the self, motivation, and attitudes; (3) Culture and behavior—integrative systems and human adjustment, cultural norms, ethos and basic personality, class status, occupation and behavior, and secondary institutions; (4) Group dynamics—group tensions and conflicts, and mass behavior; (5) Conclusion—the individual in an unstable world.—(K. Salzinger).

2392. **Bosskoff, Alvin.** (Drake U., Des Moines, Iowa.) **Postponement of social decision in transitional society.** *Soc. Forces*, 1953, **31**, 229–234.—A transitional society is one "which offers substantial evidence of modification away from some distinguishing ideal type with which it had been previously identified." Some indices of social indecision are discussed, because characteristically transitional societies postpone decisions through a variety of personal and social mechanisms indicated in social phenomena—e.g., differentiation and conflict of thought systems, variation in crime rates for specific types of crimes, mental disorder, suicide, etc.—(B. R. Fisher).

2393. **Bowlby, John.** (The Tavistock Clinic, London.) **Critical phases in the development of social responses in man and other animals.** *New Biol.*, 1953, No. 14, 25–32.—Man's social responses are profoundly affected by his social experiences and the precise experiences at certain critical phases of development have different effect on the organization of these responses than at other periods. The understanding of these processes comes both from the ethology, as represented by Lorenz and Tinbergen, and psycho-analytic theory. The author discusses some examples of social responses in animals and man, and lists several principles common to psychoanalysis and ethology. "The time is already ripe for

a unification of psycho-analytic concepts with those of ethology." 9 references.—(M. Choynowski).

2394. **Brandenburg, Earnest.** (Washington U., St. Louis, Mo.), **& Neal, Philip A. Graphic techniques for evaluating discussion and conference procedures.** *Quart. J. Speech*, 1953, **39**, 201–208.—This is a description and discussion of ways of quickly mapping what participants do in a discussion group or conference. The techniques cover the following aspects of the situation: (1) number of participations, (2) amount of discussion, (3) value of contribution, and (4) proportion of time spent directly on the discussion issue.—(J. M. Pickett).

2395. **Cartwright, Dorwin, & Zander, Alvin. (Eds.)** (U. Michigan, Ann Arbor.) **Group dynamics research and theory.** Evanston, Ill.: Row, Peterson, 1953. xiii, 642 p. $6.00.—To provide a collection of the more significant articles which describe the methods and findings of research on group dynamics and systematically summarize their results, the authors have chosen 6 theoretically defined problems and grouped literature in these areas. The sections into which the book is divided are: Approaches to the study of groups, Group cohesiveness, Group pressures and group standards, Group goals and group locomotion, The structural properties of groups, and Leadership. The editors have written an introductory chapter for each section giving the theoretical framework for relating the various papers in the section. —(A. J. Sprow).

2396. **Cattell, Raymond B. A quantitative analysis of the changes in the culture pattern of Great Britain 1837–1937, by p-technique.** *Acta psychol.*, 1953, **9**, 99–121.—A factorization of 48 syntality, structure, and population variables, measured annually on Great Britain from 1837–1937 by P-technique yields 7 factors of which 5 or 6 have distinct resemblance to similar factoring of U. S. A. variables or R-technique factoring of the variables of 69 countries. Estimates made annually for 4 factors, plotted for the century, show behavior as distinct functional unities. The intensity of action of any variable in any year can be expressed in equation. 43 references.—(G. Rubin-Rabson).

2397. **Cohen, John. Social thinking.** *Acta psychol.*, 1953, **9**, 146–158.—"An attempt is made to determine, in the light of the evidence, whether original thinking can be achieved by groups such as committees and conferences. The work of early investigators suggests that groups are superior to individuals in the performance of certain limited tasks ...; we cannot rule out the possibility of originality in groups ... provided members are receptive, group conditions may be particularly favorable to innovation. This hypothesis requires to be tested experimentally." 23 references.—(G. Rubin-Rabson).

2398. **Davis, Beverly.** (U. Chicago, Ill.) **Eminence and level of social origin.** *Amer. J. Sociol.*, 1953, **59**, 11–18.—Analysis of a sample of 803 native males listed in "Who's Who in the East" for 1942–43 shows a direct relationship between the attainment of eminence and the level of social origin as measured by father's occupation, and an association of field of eminence and level of origin. No consistent relationship between the formal educational requirements of the field and the origin of its eminent persons was established. The religious affiliation of the eminent varies directly with the socioeconomic level of the denomination. The data suggest differences in the patterns of attaining eminence of migrants and natives in an area.—(D. L. Glick).

2399. **Dillick, Sidney.** (Council of Community Services, Providence, R. I.) **Community organization for neighborhood development—past and present.** New York: Woman's Press & William Morrow, 1953. 198 p. $4.00.—An historical study of neighborhood community organization, this book reviews the major developments in neighborhood organization for social welfare from the end of the Civil War to the era following World War II.—(L. B. Costin).

2400. **Edwards, Ward.** (Johns Hopkins U., Baltimore, Md.) **Experiments on economic decision-making in gambling situations.** *Econometrica*, 1953, **21**, 349–350.—Abstract and discussion.

2401. **Eisenstadt, Sh. N. Mib'ayot hamanhigut b'kerev haolim.** (About problems of leadership among new immigrants.) *M'gamot*, 1952/53, **4**, 182–191.—The problem is: Importance of leaders, arising among the newcomers themselves, for absorption of the new immigrants and crystallization of a homogenous society in Israel. Formal ways of choosing leaders are to be brought closer to various types of leaders, arising in the communities of newcomers. The type of leader, who tends to gradual changes in the group and organic adjustment to the old stock of the society, is to be encouraged, and not the dominative type. This is the way to avoid inner tensions and competition.—(H. Ormian).

2402. **Foreman, Paul B.** (Oklahoma A. & M. Coll., Stillwater.) **Panic theory.** *Sociol. soc. Res.*, 1953, **37**, 295–304.—Three ideas of panic current in American social science literature are given and each is discussed. Inferences cast generally in the form of inducement and reinforcement are presented in proposition form, of which the author states some 19. He concludes that inference value should increase geometrically as their number increases. With this increase, propositions might well fall into prime, corollary, and subordinate series.—(S. M. Amatora).

2403. **Gardner, Godfrey. Experiments with small groups: a method of measuring functional leadership in reaching group decisions.** *Bull. Brit. psychol. Soc.*, 1953, **20** (Inset), 10.—Abstract.

2404. **Gerard, Harold B. The effect of different dimensions of disagreement on the communication process in small groups.** *Hum. Relat.*, 1953, **6**, 249–271.—In previous studies of communication only one experimental variable was manipulated. This study reports on two, a homogeneity and strength of pressure toward uniformity as related to a situation where 2 kinds of disagreement could occur among the members of the group. A mock voting situation on a public issue was presented to subjects who were differentially instructed. Extensive protocol material from the subjects was collected. Analysis of the data indicates that being a minority or majority member was very important as a determinant. Other effects are discussed.—(R. A. Littman).

2405. **Goodman, Leo A.** (U. Chicago, Ill.) **The problem of social choice and individual values.** *Econometrica*, 1953, **21**, 340–341.—Abstract and discussion.

2406. **Goodstein, Leonard D.** (State U. Iowa, Iowa City.) **Intellectual rigidity and social attitudes.** *J. abnorm. soc. Psychol.*, 1953, **48**, 345–353.—The hypotheses tested were: "1. Persons who are intel-

lectually rigid will have more extreme social attitudes than non-rigid persons. 2. Persons who are intellectually rigid will have more stable social attitudes than non-rigid persons." Neither hypothesis was confirmed. 17 references.—(L. N. Solomon).

2407. **Gorman, W. M.** (U. Birmingham, Eng.) **Community preference fields.** *Econometrica*, 1953, **21**, 63-80.—"A series of formal relationships between community indifference maps and utility possibility maps are stated and it is proved that a given system of personal indifference maps yield a unique community indifference map if, and only if, the personal Engel curves are parallel straight lines for *different* individuals at the *same* prices. The most general method of constructing such a set of indifference maps is discovered, and it appears that the utility possibility map can then be written in the form Σu = constant. Various applications are discussed."—(W. Edwards).

2408. **Gross, Neal** (Harvard U., Cambridge, Mass.), **Martin, William E., & Darley, John G. Studies of group behavior: leadership structures in small organized groups.** *J. abnorm. soc. Psychol.*, 1953, **48**, 429-432.—"This paper reported the findings of the study of leadership in 13 small organized groups. The distinction between formal and informal organization was emphasized and the relevance of this distinction to the study of leadership was indicated. A typology of formal leadership situations was developed based on the support of the formal leader by the membership and key individuals in the group... The impact of differential leadership structures on group functioning was...considered."—(L. N. Solomon).

2409. **Guex, Germaine. Conditions d'éveil du sens social.** (Conditions of development of the social sense.) *Schweiz. Z. Psychol. Anwend.*, 1953, **12**, 143-152.—The only real criterion of the social sense is the feeling for others which cannot be formed under the sole stress of social reality. As long as the libido remains centered on the subject any real feeling for others is unattainable. English and German summaries.—(K. F. Muenzinger).

2410. **Hare, A. Paul.** (Wellesley Coll., Mass.) **Small group discussions with participatory and supervisory leadership.** *J. abnorm. soc. Psychol.*, 1953, **48**, 273-275.—"When 13-year-old boys were used as Ss in an experiment which compared the effects of supervisory and participatory leadership on group judgment in discussion groups of five members, the results generally substantiated the findings of a similar experiment using college-age Ss. The data indicate that participatory leadership was more effective than supervisory leadership as a technique for changing opinion."—(L. N. Solomon).

2411. **Hart, Henry Harper.** (Columbia U., New York.) **The identification with the machine.** *Amer. Imago*, 1953, **10**, 95-111.—The machine, which was to make man free to enjoy leisure creatively, has returned him to slavery. The difficulty lies in man's tendency to automatism, of which the machine is a projection. Identification with the machine produces passivity, and the devotion to means rather than ends.—(W. A. Varvel).

2412. **Haythorn, William.** (HRRC, Randolph AFB, Tex.) **The influence of individual members on the characteristics of small groups.** *J. abnorm. soc. Psychol.*, 1953, **48**, 276-284.—"Relationships between measures of individuals and of groups were analyzed. Relationships were found, indicating that individual members significantly affect the characteristics of small groups. In general it was found that effective group functioning was facilitated by cooperativeness, efficiency, and insight, while behavior which we have called 'striving for individual prominence' reduced group cohesiveness and friendliness."—(L. N. Solomon).

2413. **Hellpach, Willy.** (U. Heidelberg, Germany.) **Kulturpsychologie.** (Cultural psychology.) Stuttgart: Ferdinand Enke, 1953. viii, 297 p. DM 22.80.—This volume, which carries the subtitle "a treatise concerning the psychic origins and motive forces, rise and decline, changes and effects of human value systems and cultural creations," defines culture as "the system of all living contents and forms of a human society under a supreme value or groups of values." The book deals with cultural values under three major headings which are differentiated according to their relationship to human reason: irrational, "corrational" (susceptible to rational examination), and "transrational" (transcending human reason). Three chapters are devoted to each major section; a final chapter concerns itself with theoretical considerations.—(H. H. Strupp.)

2414. **Henry, Jules.** (Washington U., St. Louis, Mo.) **Toward a system of socio-psychiatric invariants: a work paper.** *J. soc. Psychol.*, 1953, **37**, 133-161.—"Concise statements of some hypothecated relationships... invariants that will have meaning in the frame of reference of both the social sciences and psychiatry" are presented in the form of mathematical equations. "While it is hoped that actual quantitative expressions may be given the equations," the author's principal purpose is to reduce with a view toward eliminating "the society-individualism dualism" which separates the thinking of social scientists from psychiatrists.—(J. C. Franklin).

2415. **Herbert, Elénore L., & Trist, E. L. The institution of an absent leader by a students' discussion group.** *Hum. Relat.*, 1953, **6**, 215-248.—"A way is described of applying the general method of interpretative group discussion in the training as distinct from the treatment or action situation." A project is outlined which illustrates this application in the case of a teachers discussion group on "Human Relations in School." The discussion leader refused to function as a leader. The subsequent behavior of the group is analyzed in analytic terms as the expression of unconscious motives. The group decided to discuss "pilfering" as a problem, which is interpreted as "an attempt [on the group's part] to steal the knowledge and affection they felt had been refused." Similarly for "guilt" & "truancy." 26 references.—(R. A. Littman).

2416. **Hobbs, A. H. Social problems and scientism.** Harrisburg, Pa.: The Stackpole Co., 1953. xi, 418 p. $4.75.—"My criticisms apply to no conscientious scientists or scholars who respect their social responsibilities in presenting their conclusions. I do criticize those who allow their zeal for reform and their obsession with specific theories to overcome the objectivity and scepticism which are so essential to the scientific method. I shall endeavor to debunk the debunkers—those pseudoscientists who borrow the prestige of science as a banner under which they

can safely parade their prejudices. I shall try to demonstrate that most of the highly popularized 'scientific' solutions of human behavior, family adjustment, divorce, and delinquency have no appreciable scientific validity." 181-item bibliography.—(R. A. Littman).

2417. **Hutte, H. A. De invloed van moeilijk te verdragen situaties op groepsverhoudingen.** (The influence of incompatible situations on group relations.) Leiden: Stenfert Kroese, 1953. 211 p. Hfl. 8.50. —The experiment here reported is intended to show how certain relation-patterns in the group, defined as incompatible, affect certain disruptive tendencies. Three main effects of the experimental manipulation could be demonstrated: (1) influences on the degree of instability of preferences, (2) influences on the degree of attraction to the group, (3) influences on the distribution of verbal contacts among the group-members. The theory is proposed that all three effects may be considered as dissolving tendencies in the group. 44 references.—(M. Dresden).

2418. **International Symposium on Anthropology, New York, 1952. (A. L. Kroeber, Chm.) Anthropology today: an encyclopedic inventory.** Chicago: University of Chicago Press, 1953. 966 p. $9.00. —50 papers designed to "inventory" our knowledge of anthropology, including prehistoric man, archeology, physical anthropology, cultural and social anthropology, linguistics, etc.

2419. **Jackson, Jay M. The effect of changing the leadership of small work groups.** *Hum. Relat.*, 1953, **6**, 25–44.—"The research was designed to investigate the determinants of verbal responses by industrial workers to questions about their immediate supervisors. Experimental changes were made in the immediate leadership of small work groups." Before and after measures, 4 months apart, were obtained. Consensus in evaluating leaders appeared. Leader behavior in work situations is a major determinant of responses to questions about the leader. Leadership skills have some general adequacy in different groups where shared frames of reference exist. 26 references.—(R. A. Littman).

2420. **Jaques, Elliott. On the dynamics of social structure; a contribution to the psychoanalytical study of social phenomena.** *Hum. Relat.*, 1953, **6**, 3–24.—By means of a case study of an industrial plant, an analysis of the role of unconscious factors in social behavior is made. The primary hypothesis discussed is that the defense against psychotic anxiety is one of the binding factors in institutionalized human association. The analysis is based on Melanie Klein insofar as her notions concerning "identification by projection" are concerned. 17 references.—(R. A. Littman).

2421. **Jonitis, Peter Paul. The acculturation of the Lithuanians of Chester, Pennsylvania.** *Dissertation Abstr.*, 1953, **13**, 267.—Abstract of Ph.D. thesis, 1951, U. Pennsylvania. Microfilm of complete manuscript, 544 p., $6.80, University Microfilms, Ann Arbor, Mich., Publ. No. 4897.

2422. **Jordan, Nehemiah.** (U. Kansas, Lawrence.) **Behavioral forces that are a function of attitudes and of cognitive organization.** *Hum. Relat.*, 1953, **6**, 273–287.—An attempt to "confirm Heider's hypothesis on balanced and imbalanced situations was reported. The hypothesis states that in social situations involving two people and an impersonal entity, certain formal relationship networks of attitudes and cognitive organization define balance and imbalance." A rating of the degree of pleasantness experienced when presented with a variety of possible personal relationships in the form of descriptions was made. The results are analyzed and discussed in terms of Gestalt theory and are held to support Heider's hypothesis.—(R. A. Littman).

2423. **Klein, Alan F.** (U. Toronto, Ont., Can.) **Society—democracy—and the group.** New York: Woman's Press and William Morrow, 1953. xvi, 341 p. $4.00.—The author divides his book into 3 categories: (1) basic philosophy in group work, which includes a discussion of goals in group work practice, the democratic framework within which group work functions, and the method of achieving goals; (2) the effect and relatedness of environmental factors on individual and group behavior, which includes a discussion of group work and the culture concept and the agency and culture in practice, and (3) the application of group work principles to agency program, with attention to aspects of home visiting, work with committees and delegate councils, mass activities, and citizenship education. Throughout the book the author stresses the application of the group work method to the teaching of social values. —(L. B. Costin).

2424. **Lush, D. Influences determining reactions to criticism.** *Bull. Brit. psychol. Soc.*, 1953, **20** (Inset), 2.—Abstract.

2425. **Maas, Henry S., Prince, Charles H., & Davie, George E. Personal-social disequilibria in a bureaucratic system.** *Psychiatry*, 1953, **16**, 129–137. —The life-histories of 32 men on the neuropsychiatric service of a military hospital were studied. These individuals had previously adapted to the bureaucratic system, but their illnesses illustrate disturbances of balance between personal and social systems. 4 principal loci of stress were identified: (1) intrusion of new-comers, (2) dual group membership conflicts, (3) blocks to upward mobility, and (4) overrating. The sociodynamics of the situations are illustrated by clinical examples.—(C. T. Bever).

2426. **Maier, Norman R. F.** (U. Michigan, Ann Arbor.) **An experimental test of the effect of training on discussion leadership.** *Hum. Relat.*, 1953, **6**, 161–173.—In continuation of previous studies this one reports on the relative influence of leaders who "use a permissive approach as against the approaches generally practised in business." The study is especially oriented to eliminate the effect of outside pressures which prevent a well trained leader from using his skills. The Multiple Role-Playing technique was used with groups which had previous training in permissiveness and with groups which had not. The trained groups had a lower level of failure in a problem situation than the untrained. Though acceptance of leader objectives was not much higher for the trained group there were many more reasonable compromises produced.—(R. A. Littman).

2427. **Mead, Margaret. Coming of age in Samoa; a psychological study of primitive youth for Western civilization.** New York: Modern Library, 1953. 304 p. $1.25.—This first Modern Library edition of this title (see 3: 378) contains a new preface by the author in which she justifies her choice of this among her books for reprinting in the Modern Library.—(A. J. Sprow).

2428. **Merton, Robert K., & Lazersfeld, Paul F. (Eds.) Continuities in social research: studies in the scope and method of "The American Soldier."** Glencoe, Ill.: Free Press, 1950. 255 p. $4.00.—Six essays are presented evaluating the research techniques, the social theory underlying the methodology utilized, and the contributions of The American Soldier volumes of the Studies in Social Psychology in World War II (see **24:** 627, 790, 791; **25:** 3037). Suggestions are offered how this work can be integrated into the existing body of knowledge in the social sciences. The six essays contained in the book are: (1) Primary groups in the American Army by Edward Shils; (2) Reference group theory in "The American Soldier" by Robert K. Merton and Alice Kitt; (3) The American Soldier and the sociology of military organization by Hans Speier; (4) Problems in survey analysis by Patricia Kendall and Paul F. Lazarsfeld; (5) Some afterthoughts of a contributor to The American Soldier by Samuel Stouffer; and (6) The soldier and the public by Daniel Lerner.—(E. L. Gaier).

2429. **Mishler, Elliot G.** (Princeton U., N. J.) **Personality characteristics and the resolution of role conflicts.** *Publ. Opin. Quart.*, 1953, **17**, 115–135.—The author's hypothesis was that tendency to resolve role conflicts in favor of adherence to social norms ("universalistic orientation") rather than in favor of obligation to a friend ("particularistic orientation") is "embedded in the authoritarian character structure." The results only partially support the hypothesis since the 8 personality characteristics form two clusters whose relations to particularism are opposite in direction. Further analysis reveals two types of particularistic and two types of universalistic persons, suggesting that the relationship between personality and social behavior is more complicated than hypothesized.—(H. W. Riecken).

2430. **Monnerot, Jules. Sociology and psychology of communism.** Boston, Mass.: Beacon Press, 1953. 339 p. $6.00.—A translation of "Sociologie du communisme" omitting the philosophical "digression" which appeared parenthetically as Part II of the French original. An analysis of the history, sociology, and psychology of communism, Part I describes the twentieth-century "Islam," while Part II is devoted to secular religions and the imperium mundi including a chapter on the psychology of secular religions.—(A. J. Sprow).

2431. **Montagu, Ashley.** (Rutgers U., New Brunswick, N. J.) **The natural superiority of women.** New York: Macmillan, 1953. 205 p. $3.50.—Women must be allowed and helped by men to become persons in their own right, that their superior capacity for human relations and maternal love may flourish, enabling all people to become loving, cooperative, harmonic human beings. The traditional role of women is culturally learned: actually women are the superior sex in the sense that their traits confer greater survival benefits on them individually and on people generally than do masculine traits. "The sexes should not compete; they should cooperate and complement each other." Anthropological, biological, historical and other evidence. Annotated reading list.—(A. L. Martin).

2432. **Nadel, S. F. Social control and self-regulation.** *Soc. Forces*, 1953, **31**, 265–273.—"(T)he anthropological field is rich in instances demonstrating that societies keep their orderliness and cultures, their characters even, though controls may be weakly developed or even absent. This suggests, then, that social systems or cultures must in some measure be self-sustaining." An attempt is made to describe and specify the main elements of self-regulation.—(B. R. Fisher).

2433. **Neumeyer, Martin H.** (U. Southern California, Los Angeles.) **Social problems and the changing society.** New York: D. Van Nostrand, 1953. ix, 477 p. $4.25.—Designed chiefly for beginning students is sociology, this book's chief aim is to describe present-day social problems in the setting of American democracy. The material is divided into three parts: (1) the changing contemporary society; (2) typical contemporary social problems; and (3) social control and planning.—(A. J. Sprow).

2434. **Precker, Joseph A.** (Columbia U., New York.) **The automorphic process in the attribution of values.** *J. Pers.*, 1953, **21**, 356–363.—"The hypothesis that individuals . . . attribute their valuing process to associates they choose was here tested to complete . . . studies in which it was demonstrated that individuals . . . select associates in the peer group, as well as near-authority figures, with similar values. The hypothesis was confirmed, and it was seen that the individual's conception of the valuing process . . . tended to be markedly like his own . . . The tendency to perceive automorphically . . . leads us to attribute our total value-system to others who manifest values similar to our own . . . This is similar to the process of assigning membership-character to an isolated perceptual event."—(M. O. Wilson).

2435. **Queen, Stuart Alfred, & Carpenter, David Bailey.** (Washington U., St. Louis.) **The American city.** New York: McGraw-Hill, 1953. viii, 383 p. $5.50.—This college text in urban sociology discusses "the rising significance of the city, physical and social layout of the city, social life of the city dweller, and the planned and unplanned changes now taking place in the city." The old dichotomy of rural and city life is replaced with a continuum view based on degrees of urbanism and urbanization and their correlates in social life. The life of the city dweller is given emphasis and brought up to date with data from the 1950 census. Selected readings follow each chapter and the book includes name and subject indices.—(J. C. Franklin).

2436. **Reinhardt, James M., & Meadows, Paul. Society and the nursing profession; an introductory sociology.** Philadelphia: W. B. Saunders, 1953. x, 256 p. $3.50.—This textbook in sociology which attempts in its 17 chapters to deal with certain major sociological concepts essential to an understanding of modern social life differs from other introductory textbooks in sociology in respect to its emphasis on social problems and sociological relationships of special interest to the nurse. 3 chapters: The sociology of nursing, The sociology of the patient, and The nurse and the social worker, have special applicability to the nursing profession.—(A. J. Sprow).

2437. **Robson, Reginald Arthur Henry. An experimental study of the effects of different types of communication on morale in small groups.** *Dissertation Abstr.*, 1953, **13**, 266–267.—Abstract of Ph.D. thesis, 1952, U. Minnesota. Microfilm of complete manu-

script, 362 p., $4.53, University Microfilms, Ann Arbor, Mich., Publ. No. 4875.

2438. **Roseborough, Mary E.** (Harvard U., Cambridge, Mass.) **Experimental studies of small groups.** *Psychol. Bull.*, 1953, **50**, 275–303.—The literature on small groups is reviewed under the headings: Behavior of Groups and Individuals; Social Structure Variables; Cultural Variables; Situational Variables; and Personality Variables. "The artificial division ... is not to suggest independent function of these variables ... Rather, the theoretical approach which seems best warranted in the face of current evidence is one which views the small group as a dynamic system of action, action determined by a complex of interdependent or interacting factors." 169-item bibliography.—(M. R. Marks).

2439. **Runes, Dagobert D. The Soviet impact on society: a recollection.** New York: Philosophical Library, 1953. xiii, 202 p. $3.75.—Written about 15 years ago, this book is now published for the first time. According to the author it stands as originally written. It has 4 sections: one deals with the theory of Marxism and communism, another with the internal problems and policies of the Soviet Union, a third with its role in Hungary, Bavaria and China, and the last section with democratic movements throughout the world and "Marxists over America." Introduction by Harry Elmer Barnes.—(R. A. Littman).

2440. **Sánchez-Hidalgo, Efraín.** (U. Puerto Rico, Río Piedras.) **La simbiosis psicológica.** (Psychological symbiosis.) *Rev. Asoc. Maestros, P. R.*, 1950, **9**, 210–211; 244.—A review is made of the development of the concept of psychological symbiosis, including such exponents as Hegner, Reinheimer, Fromm, Ribble, Reader and English, Hartmann, Koffka, Schulte, Hart, Dodge, Angyal, Simmel, etc. The article ends with a proposal for the use of the concept in the explanation of mutual friendships. —(E. Sánchez-Hidalgo).

2441. **Sánchez-Hidalgo, Efraín.** (U. Puerto Rico, Río Piedras.) **La simbiosis psicológica y la integración social.** (Psychological symbiosis and social integration.) *Rev. Asoc. Maestros, P. R.*, 1950, **9**, 146–147; 167.—The degrees of symbiotic integrity among the members of three types of society (democratic, totalitarian, and anarchic) are considered. Any social entity is characterized by a degree of integration which is in direct proportion to the quality of the human relations among its members. A distinction is drawn between dynamic unity and mechanical unity.—(E. Sánchez-Hidalgo).

2442. **Sanders, Irwin T., Woodbury, Richard B., Essene, Frank J., Field, Thomas P., Schwendeman, Joseph R., & Snow, Charles E.** (U. Kentucky, Lexington.) **Societies around the world.** New York: Dryden Press, 1953. Vol. I, xii, 528 p.; vol. II, xii, 608 p. $5.90 per volume.—This college textbook is designed for use in an interdisciplinary course in the scientific study of society which may be used as an introduction to further work in the social sciences. In each volume 3 societies are described and discussed through reprinted material (from 120 authors), especially written articles, and integrating and connecting paragraphs. The Eskimo, the Navajo, and the Baganda are in the first volume, and the Chinese peasant, the Cotton South, and the English Midlands in the second. The material on each society presents varied selections to illustrate the society as a "going concern." An introductory chapter discusses methods of studying a society, and a final chapter (vol. II) reviews methods and content of various fields of social science.—(C. M. Louttit).

2443. **Scodel, Alvin, & Mussen, Paul.** (Ohio State U., Columbus.) **Social perceptions of authoritarians and nonauthoritarians.** *J. abnorm. soc. Psychol.*, 1953, **48**, 181–184.—"The present study is designed to investigate the accuracy with which authoritarian and nonauthoritarian individuals are able to estimate each other's real attitudes. Our hypothesis is that, after a period of social interaction between an authoritarian and a nonauthoritarian person, the authoritarian will perceive the other person as being like himself in social and emotional attitudes, whereas the nonauthoritarian individual will perceive the other person more accurately." The results generally support the hypothesis.—(L. N. Solomon).

2444. **Scott, J. P., & Marston, Mary-Vesta. Nonadaptive behavior resulting from a series of defeats in fighting mice.** *J. abnorm. soc. Psychol.*, 1953, **48**, 417–428.—"Male mice of the C57BL/10 strain were defeated for 30-minute intervals every other day for varying periods, and were afterward given training which would cause normal animals to learn to fight .... After 4 to 6 days of defeat, most mice could not be trained to fight within a two-week period, and in two instances this effect persisted after two months of rest. It is concluded that a persistent inhibition of fighting behavior was developed by this means." —(L. N. Solomon).

2445. **Seely, Charles S. Philosophy and the ideological conflict.** New York: Philosophical Library, 1953. 319 p. $5.00.—The two parts of the book trace respectively the histories of idealist thought and of materialist thought which are the basic philosophies in conflict now between the capitalist and communist worlds. World society is now moving toward a socialistic base against which capitalism, with its outmoded idealist philosophy, struggles.—(J. Bucklew).

2446. **Sherif, Muzafer** (U. Oklahoma, Norman.), **& Sherif, Carolyn W. Groups in harmony and tension; an integration of studies of intergroup relations.** New York: Harper & Brothers, 1953. xiii, 316 p. $3.50. —The authors point out that a valid study of group units necessitates the setting of intergroup relations, and develop the implications of prejudice studies and the formation of social-distance scales for their thesis. The conclusions reached are validated through an experiment in which the formation of in-group bonds and intergroup hostility is studied among 24 boys, 12 years of age in a simulated camp environment. T. C. Schneirla contributes a chapter on the concept of levels in which he stresses the danger of drawing analogies between the intergroup behavior of man and of sub-human animals. 275 references. —(W. E. Galt).

2447. **Simon, Yves R.** (U. Chicago, Ill.) **From the science of nature to the science of society.** *New Scholast.*, 1953, **27**, 280–304.—Although it is apparent that the science of society is more obscure than the science of nature, and that any problem pertaining to the critique of scientific knowledge is extremely difficult, nevertheless the object, method, and functions of the social sciences are decided by dogmatic utterances, fixed usages, postulations, and

semi-magic formulae. One of these postulates, that of ethical neutrality, is discussed at considerable length.—(G. S. Speer).

2448. **Smith, Mapheus.** (323 Second St., S. E., Washington, D. C.) **Group-centered behavior.** *J. soc. Psychol.*, 1953, **37**, 237–247.—The author's purpose is to "call attention to an idea [group-centered behavior] that is very important for the interpretation of social behavior of every kind...and yet one which has been given but little attention in social-psychological literature...." He concludes his descriptive and theoretical observations on group-centered behavior urging that this concept "be used as a tool of analysis and interpretation in connection with every group and level of social organization where applicable."—(J. C. Franklin).

2449. **Smith, T. Lynn.** (U. Florida, Gainesville.) **The sociology of rural life.** (3rd ed.) New York: Harper, 1953. xxiv, 680 p. $6.00.—The 1945 edition of this textbook has been brought up-to-date by the incorporation of findings from recent research in the field of rural society and by the inclusion of materials from the 1950 censuses of agriculture and population in the U. S. The chapter on Systems of agriculture is entirely new, and other chapters have been considerably rearranged and rewritten. Rural social phenomena in many parts of the world are analyzed, and the application of general sociological principles to rural life is emphasized. 46-page bibliography.—(A. J. Sprow).

2450. **Steiner, Ivan D.** (Florida State U., Tallahassee.) **Some social values associated with objectively and subjectively defined social class membership.** *Soc. Forces*, 1953, **31**, 327–332.—From 373 high-school students questionnaire data were obtained on their subjective (via Centers-type question) and objective (via father's occupation) social class, as well as values (in terms of how desirable the respondent considered each of 44 listed traits as characteristics of his friends). Although "either the subjective, or the objective, criterion of class membership will define social class categories with differing social values the use of subjective and objective criteria in combination will define social class categories whose values differ more from one another than will be the case when only one type of criterion is employed." The combinations included two where subjective and objective classifications were congruent, and two where they were discrepant. —(B. R. Fisher).

2451. **Sykes, Gresham.** (Princeton U., N. J.) **The structure of authority.** *Publ. Opin. Quart.*, 1953, **17**, 146–150.—A critical examination of current formal theories of the structure of authority leads the author to reject certain features of the conception of "monolithic and pyramidal structure and unilateral and latent control" as inadequate. As a better approximation to empirical distribution of authority, it is suggested that authority structures be conceptualized in terms of three components: the areas of action over which authority is exercised; modes of authority; and sequences or "chains of command." Such a formulation would leave the question of "amount of authority" to empirical determination. —(H. W. Riecken).

2452. **Tanaka, Yasuhisa.** (Niigata U., Japan.) **Shinrigaku ni okeru kodo no mondai—Shokagaku no koryu ni tsuite.** (A problem of behavior in psychology. The interrelationship of psychology with sociology and anthropology.) *Kyoiku Kagaku*, 1953, **2**, 55–67.—In studying human existence with focus on the process of need realization, it is essential that the interrelationship of individual, society and culture be taken into consideration. The need for and the present trend towards further integration of psychology, sociology and anthropology in the study of human behavior are discussed with Tolman's scheme as an example. English summary.—(A. M. Niyekawa).

2453. **Tax, Sol; Eiseley, Loren C., Rouse, Irving, & Voegelin, Carl F. (Eds.) An appraisal of anthropology today.** Chicago: University of Chicago Press, 1953. xiv, 395 p. $6.00.—The report of discussion of the papers included in "Anthropology today: an encyclopedic inventory" (see **28**: 2418), consisting of an introduction and summary by A. L. Kroeber, Chairman of the International Symposium on Anthropology, and the intellectual content of 18 3-hour discussion sessions.—(A. J. Sprow).

2454. **Theodorson, George A.** (Cornell U., Ithaca, N. Y.) **Elements in the progressive development of small groups.** *Soc. Forces*, 1953, **31**, 311–320.—"[T]he ongoing social process" and "evolutionary changes which emerge from interaction within a group" are described for 8 experimental groups, each studied for 15 weeks, in summary sketches.—(B. R. Fisher).

2455. **Törnqvist, Leo.** (U. Chicago, Ill.) **A general and realistic approach to the decision problem.** *Econometrica*, 1953, **21**, 346.—Abstract.

2456. **Warner, W. Lloyd. American life: dream and reality.** Chicago, Ill.: University of Chicago Press, 1953. xv, 267 p. $3.75.—A revised form of "The structure of American life" published in Great Britain. This book describes, analyzes, and interprets some of the aspects of the social life of the United States in the framework of social anthropology. Following an introductory chapter on Memorial Day, contemporary society is studied. Social class and color caste, the family in a class system, individual opportunity and social mobility, social change: the factory, ethnic and sectarian groups, social persistence and personality development, associations, and mass media are considered.—(A. J. Sprow).

(See also abstracts 2195, 2307, 2318)

Methods & Measurements

2457. **Bennett, Edward M.** (Purdue U., Lafayette, Ind.) **Socio-psychological interaction: an experimentally verified analysis.** *Stud. higher Educ., Purdue Univ.*, 1951, No. 78, 1–60.—This research report contains three sections: (1) a comprehensive conceptual schema; (2) an "explanatory application" section which considers such phenomena as incongruity, social conformity, stereotypes, reward perception, and reward intensity; (3) a "predictive application" section in which an analysis is made of responses to a sample of questions on a nation-wide opinion survey of high school students. Kendall's Tau is used in testing the predictive adequacy of the theory as to 11 specific hypotheses, e. g., "An increase in the internalization of the success-through-competence attitude (SCA) will lead to an increase in the need for a feeling of competence (NFC)." Bibliographies.—(A. E. Kuenzli).

2458. **Bird, C.** (U. Minnesota, Minneapolis.), **Monachesi, Elio D., & Burdick, Harvey. Studies of group tensions. II: Methods for validating a questionnaire concerning white-Negro relationships by means of voluntary statements.** *Hum. Relat.*, 1953, **6**, 99–112.—An orally administered questionnaire, of a Social Distance type, was administered to 272 parents. It concerned 6 groups but the data are analyzed only for Negroes. In addition, voluntary statements about Negroes were collected. These were rated for degree of prejudice. In general, the relationship between questionnaire score and statement ratings was high. The primary interest was methodological and the authors conclude that questionnaires can be highly valid.—(R. A. Littman).

2459. **Deming, W. Edwards.** (New York U.) **On the distinction between enumerative and analytic surveys.** *J. Amer. statist. Ass.*, 1953, **48**, 244–255.—Some of the consequences of failing to distinguish between the enumerative and the analytic uses of data are discussed. This distinction is necessary in the statement of the aims of a survey, census, or experiment, in order that the plans for the collection of the data and for the tabulations may most economically meet the needs of the consumer, and it is equally important in the interpretation of data.—(G. C. Carter).

2460. **Freedman, Ronald.** (U. Michigan, Ann Arbor). **The Detroit Area study: a training and research laboratory in the community.** *Amer. J. Sociol.*, 1953, **59**, 30–33.—The Detroit Area Study is a research and training program whose objective is a series of cumulative studies of the important institutions of a metropolitan area. The central undertaking is an annual sample survey of a cross-section of the population of metropolitan Detroit; cross-section studies are intended to relate to more intensive studies of special groups or institutions. The program has been organized to train graduate students in phases of systematic social research. Interdisciplinary projects are undertaken, for example, a planned project on certain aspects of the city family will involve faculty participants from the fields of sociology and psychology.—(D. L. Glick).

2461. **Green, James W., & Mayo, Selz C.** (N. Carolina State Coll., Raleigh.) **A framework for research in the actions of community groups.** *Soc. Forces*, 1953, **31**, 320–327.—If an action, rather than the structure (group, community) taking the action becomes the unit of analysis in community research, it is believed that prediction and understanding of group action will be facilitated. This also involves revision of the usual sociological framework for community group analysis, which is here undertaken under the rubrics "(1) a classification of actions; (2) a technique for locating community group actions; (3) steps in the analysis of actions; (4) some implications of the framework."—(B. R. Fisher).

2462. **Herbst, P. G.** (U. Melbourne, Australia.) **Analysis and measurement of a situation; the child in the family.** *Hum. Relat.*, 1953, **6**, 113–140.—"The present paper represents an attempt to construct a method which will enable us to measure a total situation in terms of the topological structure of the field within which behavior occurs, and the constellation of forces operating in the field." An "activity area" and a "cognitive area" are postulated as all that is required to define a situation. After a classification of the types of situations that exist there is developed a method of measurement for the strength of field forces. An illustration of how the analysis of actual data would proceed is given. —(R. A. Littman).

2463. **Hildreth, Clifford.** (Cowles Commission for Research in Economics, Chicago.) **Alternative conditions for social orderings.** *Econometrica*, 1953, **21**, 81–94.—"A set of conditions for [obtaining group preferences among alternative situations given the preferences of the individual members of the group] . . . is developed. It is shown that, under stated assumptions, orderings derived by any of a class of methods based on von Neumann-Morgenstern utilities will satisfy these conditions. It is noted that the present conditions imply all but one of the conditions previously imposed by Kenneth Arrow. . . . It is argued that any procedure that extends the partial ordering of the new welfare economics must involve interpersonal comparisons of preferences." —(W. Edwards).

2464. **Hudson, Ruth Alice, & Rosen, Hjalmar.** (U. Illinois, Urbana.) **On the definition of attitude: norms, perceptions, and evaluations.** *Publ. Opin. Quart.*, 1953, **17**, 141–146.—It is contended that attitude surveys should take into account 3 components: "norms"—the social "shoulds" and "should nots"; "perceptions"—what is subjectively experienced as existing; and "evaluations"—approval or disapproval of a situation in terms of the extent to which norms are met. The authors present a programmatic format for questionnaires fulfilling this requirement and discuss possible interpretations of various potential findings.—(H. W. Riecken).

2465. **Lee, Alfred McClung.** (Brooklyn Coll., N. Y.) **Responsibilities and privileges in sociological research.** *Sociol. soc. Res.*, 1953, **37**, 367–374.—Urging the need for a code of ethics and standards for sociological research, the author outlines problems sociologists now face in connection with their responsibilities: as professionals, to the liberal academic traditions of our society, to their students, to their colleagues, and to their financial sources; and privileges as professionals, as sociologists, as members of academic communities, or as members of nonacademic organizations.—(S. M. Amatora).

2466. **Marks, Eli S., Mauldin, W. Parker, & Nisselson, Harold.** (Bureau of the Census, Washington, D. C.) **The post-enumeration survey of the 1950 census: a case history in survey design.** *J. Amer. statist. Ass.*, 1953, **48**, 220–242.—Although present methods for measurement of the error of an interview may fall far short of perfection in giving an objective evaluation of quality, they can often provide relative measures of reliability in the form of lower bounds. Such data are useful and usable in improving survey design. They also will provide a basis for improving techniques of measurement. The development of more satisfactory techniques for the measurement of interview error, and collection of data for the evaluation of specific survey methods, constitute the most essential steps to be taken toward the improvement in survey design.—(G. C. Carter).

2467. **Metzner, Helen, & Mann, Floyd.** (U. Michigan, Ann Arbor.) **Effects of grouping related questions in questionnaires.** *Publ. Opin. Quart.*, 1953, **17**, 136–141.—By administering two forms of a questionnaire to 844 employees, the authors were able to

compare the effect of the physical organization and arrangement of the questions upon the pattern of responses obtained. In the "sequence" form, questions bearing on the same subject matter were grouped together on the questionnaire; in the non-sequence form they were randomly ordered. Detailed data lead to inconclusive results. It cannot be said that grouping will either artificially establish relationships (or intensify them) or that grouping has no effects.—(H. W. Riecken).

2468. **Rose, Arnold M.** (U. Minnesota, Minneapolis.) **Generalizations in the social sciences.** *Amer. J. Sociol.*, 1953, **59**, 49–58.—Because of the tendency to overgeneralize and because the logical conditions for extension of conclusions outside the data are not fulfilled, replications often do not verify the original studies in sociology and social psychology. Research design to achieve consistent replications may be improved by the use of theory, statement of categories or variables in generalizable terms, selection of cases throughout the range of the distribution; the use of "realistic" definitions, assumptions, and variables. Bibliography of replicated studies.—(D. L. Glick).

(See also abstracts 1878, 2165)

Cultures & Cultural Relations

2469. **Adams, Richard N. A change from caste to class in a Peruvian sierra town.** *Soc. Forces*, 1953, **31**, 238–244.—"The town of Muquiyauyo,... Peru, has frequently been mentioned as an example of 'progressivism' among Latin-American communities. Between August 1949 and June 1950, the writer studied this community in order to determine the nature of this 'progressivism,' and to delineate the recent history of the town... There had occurred a series of related alterations in the culture of the town... based on a fundamental change from a caste system to a class system" in this Indian and Mestizo community. This case study, emphasizing the various aspects of social-cultural life and relations that shifted, brings out the pertinent facts.—(B. R. Fisher).

2470. **Adinarayan, S. P.** (U. Madras, India.) **Before and after independence; a study of racial and communal attitudes in India.** *Brit. J. Psychol.*, 1953, **44**, 108–115.—The Bogardus Social Distance Test was administered to South Indian Hindus prior to the attainment of independence and the establishment of the separate state of Pakistan and again after this event. The attainment of independence by the Indians has brought about a change for the better in their attitude towards Britain. The South Indian Hindu has less racial ill-feeling towards the Muslim than the North Indian Hindu. The popular belief that Muslims are less caste-conscious than the Hindus does not seem to be true as regards their attitude towards the Harijans. The attitude of the Hindu towards the Muslim has undergone a change for the worse after the creation of Pakistan. There seems to be little significant difference between the radial and communal attitudes of men and women in India.—(L. E. Thune).

2471. **Anastasi, Anne, & deJesús, Cruz.** (Fordham U., New York.) **Language development and non-verbal IQ of Puerto Rican preschool children in New York City.** *J. abnorm. soc. Psychol.*, 1953, **48**, 357–366.—"Measures of language development and Good-enough Draw-a-Man IQ's were obtained on 25 Puerto Rican boys and 25 Puerto Rican girls attending day nurseries in New York City's Spanish Harlem, all Ss being within six months of their fifth birthdays. Comparisons were made with the performance of 50 white and 50 Negro five-year-old children tested by the same procedure"... Although the Puerto Rican sample was inferior to the Negro and white samples in educational and occupational level of parents, the Puerto Rican children did not differ significantly from the white or Negro groups in IQ and they excelled both groups in mean sentence length and maturity of sentence structure. 18 references.—(L. N. Solomon).

2472. **Bene, Eva. Social class differences in suppression of hetero-sexual interests and aggression.** *Bull. Brit. psychol. Soc.*, 1953, **20** (Inset), 8.—Abstract.

2473. **Bruner, Edward M.** (U. Chicago, Ill.), **& Rotter, Julian B. A level-of-aspiration study among the Ramah Navaho.** *J. Pers.*, 1953, **21**, 375–385.—The Dart Test was used in the experimental situation. The results indicated the following for the Navaho. (1) The D-T definition of conformity agrees with the cultural definition of conformity. (2) Contrary to the findings of others, women are less conforming than men. (3) The individual orients his standards around group aspirations. (4) The individual in a novel situation tends to sit tight and do nothing, as other investigators have generalized. It is concluded that tests such as D-T are adequate predictions of behavior in cross-cultural situations.—(M. O. Wilson).

2474. **Desmonde, William H. The eternal fire as a symbol of the state.** *J. Hillside Hosp.*, 1953, **2**, 143–147.—A psychoanalytic interpretation of the sacred fire as a father symbol is offered. Fire rituals among the early Indo-Europeans, especially the Graeco-Roman practices are described and discussed.—(C. T. Bever).

2475. **Gray, J. Stanley, & Thompson, Anthony H.** (U. Georgia, Athens.) **The ethnic prejudices of white and Negro college students.** *J. abnorm. soc. Psychol.*, 1953, **48**, 311–313.—"This study is a comparison of 400 white undergraduate college students in the University of Georgia with 300 Negro undergraduate students in three state-supported Negro colleges in Georgia, using a modification of the Bogardus social distance scale... The Negro students rate all groups except their own lower than do white students."—(L. N. Solomon).

2476. **Hayes, Margaret L.** (New York State Coll. for Teachers, Albany.) **Attitudes of high school students toward Negro problems.** *J. educ. Res.*, 1953, **46**, 615–619.—The Social Problem Analysis, Advanced Series, dealing with attitudes toward Negro problems was given to 10th grade pupils in 4 schools. Less favorable attitudes toward Negro problems appeared to be found among children from a lower as compared with a higher socio-economic background, among boys as compared with girls, among new-stock Americans compared with old-stock Americans or Jewish Americans, among those of average intelligence compared with those of higher intelligence.—(M. Murphy).

2477. **Heimpel, Elizabeth. Märchen und Psychologie.** (Fairy-tale and psychology.) *Sammlung*, 1953, **8**, 278–293.—Origin and meaning of fairy-tales as

medium of expression of the mind are discussed, and especially explained with Jung's symbolic concepts. —(M. J. Stanford).

2478. **Kafka, Gustav. Über die irrationalen Wurzeln des Judenhasses.** (On the irrational roots of the hatred of Jews.) *Jb. Psychol. Psychother.*, 1953, **1**, 289–320.—A "list and description of expressive movements and attitudes that may be regarded as typically Jewish," "then the characterological diagnosis of the psychic state expressed in these appearances" which is a "smearing" or "indecisiveness" in the expression of feeling. Assuming the existence of "instinctive racial aversions" the writer contends that the expressive ambiguity of Jewish speech melody, gesture, mimicry, and physiognomy lend an irrational component to anti-Semitism. —(E. W. Eng).

2479. **Kerlinger, Fred N.** (U. Michigan, Ann Arbor.) **Behavior and personality in Japan: a critique of three studies of Japanese personality.** *Soc. Forces*, 1953, **31**, 250–258.—A critique of studies by Gorer, LaBarre and Meadow (all psychoanalytically oriented) on Japanese personality. "(T)hey have gone far beyond permissible inference on the inadequate data available." Data from field notes on research in Japan by the Center for Japanese Studies, U. Michigan, contradict many of the "facts" of Japanese child-rearing practices assumed by the three studies. Questions are raised also as to the validity of their interpretations of elements of Japanese culture and their theoretical assumptions.—(B. R. Fisher).

2480. **King, Charles E.** (N. Carolina Coll., Durham.) **The process of social stratification among an urban Southern minority population.** *Soc. Forces*, 1953, **31**, 352–355.—Brief description of social stratification among urban Negroes in a North Carolina city with over 70,000 population (27% being Negroes). "It seems to be fairly evident that education is the most important factor, with occupation following, in ascribing status and prestige in the group."—(B. R. Fisher).

2481. **Lafont, Pierre-Bernard. Influence des facteurs economiques sur l'existence des ethnies.** (The influence of economic factors on the existence of peoples.) *Rev. Psychol. Peuples.*, 1953, **8**, 171–186.—There is interaction between economy and culture for all peoples. Grouping of individuals facilitates securing food supplies and the production of goods. Among primitives all interests are interlocked: religious, juridical, technological and political. Later, markets and prices become dominant factors. Transplantation of peoples has greatly altered the economy, as when Europeans entered the New World. In consequence some groups disappear. Many illustrations of the psychology of peoples under these conditions are available.—(H. L. Latham).

2482. **Langer, Marie. Le "mythe de l'enfant rôti."** (The "myth of the roasted child.") *Rev. franç. Psychanal.*, 1952, **16**, 509–517.—The story of the child prepared as a dish for eating appears in myth and folklore and in certain primitive cultures. The infant is the criminal in the case; his original devouring hunger is made more intense by fear of abandonment. A resulting sense of guilt makes the mother a sorceress with cannibalistic tendencies. With the first teeth the infant experiences sadistic impulses toward the maternal breast.—(G. Rubin-Rabson).

2483. **Laufer, Ludwig G. Cultural problems encountered in use of the Cornell Index among Okinawan natives.** *Amer. J. Psychiat.*, 1953, **109**, 861–864. —An attempted psychological testing of the Okinawan utilizing the Cornell Index. A discussion of the difficulties of applying this index for the situation described.—(F. W. Snyder).

2484. **Lemert, Edwin M. Some Indians who stutter.** *J. Speech Hearing Disorders*, 1953, **18**, 168–174.—Field contacts, interviews, and observations covering 8 reserves of Salish Indians, Kwakiutl and one Nootka, located on the coastal mainland of British Columbia and Vancouver Island showed that these Indians do stutter. Two cases are reported specifically. Some stutterers in this study had been children between 1865 and 1880, an age which precedes or barely coincides with the establishment of the first religious missions in the area. The author believes the culture of these Indian tribes is not the same as the Bannock and Shoshone tribes reported by Johnson, Snidecor and Bullen in which stuttering is reported not to have been present.—(M. F. Palmer).

2485. **McGurk, Frank C. J.** (Lehigh U., Bethlehem, Pa.) **On white and Negro test performance and socioeconomic factors.** *J. abnorm. soc. Psychol.*, 1953, **48**, 448–450.—The attempt to explain Negro test-score inferiority on the basis of the Negro's inability to handle culturally weighted test material, or on the basis of the Negro's lower socioeconomic status is challenged. The data presented do not support either of these explanations.—(L. N. Solomon).

2486. **Michael, Donald N.** (Boston U., Mass.) **A cross-cultural investigation of closure.** *J. abnorm. soc. Psychol.*, 1953, **48**, 225–230.—"The purpose of this experiment was to determine the effect of differences in cultural conditioning on the perception of closure. One sample of Ss was Navaho Indians living in a culture stressing nonclosure, both in values and in ornamental design. The other sample of Ss was white Americans who stressed closure both in values and design... The results, for all conditions, gave *p*'s which indicated no significant differences in the perception of closure between the two cultures."—(L. N. Solomon).

2487. **Mihli, B. Olamam shel b'nay haarets.** (The world of native children.) Tel Aviv: M. Newman, 1951. 99 p.—A qualitative essay-like analysis is used, based on diaries, letters and other personal data of 29 young soldiers (including 4 girls), killed during the Israel War of Independence. The main question is : "What is the nature of this strange creature, named 'tsabar' [slogan for Jewish native in Palestine]?" The book contains chapters: The anonymous generation, manifest and latent expression, the generation in its own eyes, inner struggle, yearning for traditional values, native country, relation to Diaspora, love, art and literature, characteristics, in the war, light for the generation.—(H. Ormian).

2488. **Murphy, Gardner.** (Menninger Clinic, Topeka, Kans.) **In the minds of men the study of human behavior and social tensions in India.** New York: Basic Books, 1953. xiv, 306 p. $4.50.—Within the scope of a non-technical report, the author, who served as research consultant to the UNESCO study of social tensions in India, offers his own observa-

tions. He pictures the background of Indian life, family, caste, and religion. He considers the nature of social tensions and their assessment, the kinds of resources available in India, and the issues involved in offering outside assistance. Interview forms used on the project are appended.—(H. P. David).

2489. **Normand, René. Le Picard.** (The Picard citizen.) *Rev. Psychol. Peuples,* 1953, **8,** 137–162.—Following a geographical survey of the region several distinguished citizens of Picardy are presented. The nature of the people is treated in respect to living in the open country, in a country enriched and a prey of others. Comments are made on the people, their temper, boastfulness, insensivity, religious sentiment, the cuisine, and the necessities imposed upon them. The Picard has made Picardy.—(H. L. Latham).

2490. **Numazawa, K.** (Nanzan U., Nagoya, Japan.) **Background of myths on the separation of sky and earth from the point of view of cultural history.** *Scienta,* 1953, **88,** No. 489, 28–35.—Drawing from a vast collection of myths, the author distinguishes two fundamentally different ideologies: "one, where there is at the beginning, an indistinct chaos, and the separation of the sky from the earth is the first act of the development of the world; the other, where the world already exists, but the sky is too close to the earth, and the necessity of severing them is imperative." French translation, supplement p. 18–24.—(N. De Palma).

2491. **Odum, Howard W.** (U. N. Carolina, Chapel Hill.) **Folk sociology as a subject field for the historical study of total human society and the empirical study of group behavior.** *Soc. Forces,* 1953, **31,** 193–223.—A general review and exposition of the field of folk sociology brings out its relations to general sociology, social and cultural theory and process, empirical research, and the realities of social life and needs. The unique aspects of folk sociology's contributions are indicated. 82 references.—(B. R. Fisher).

2492. **Ortar, G. Nitsuh hashvaati shel edot mib'hinat herkev hainteligentsia.** (Comparative analysis of different ethnic groups as to the structure of intelligence.) *M'gamot,* 1952/53, **4,** 107–122.—Children of various communities of the same IQ were tested by means of Wechsler's scale for children (see **25:** 6875 and **28:** 2662). The differences in the structure of intelligence between Occidental children, Israel born Oriental children, and new immigrated children from Oriental countries do not change, when deficient or normal children from these groups are compared. Occidental children are better in language, Oriental in figures. Among the Oriental groups there are more retarded children as a consequence of mental disturbances. Ability for abstract thinking is lower with Oriental newcomers.—(H. Ormian).

2493. **Peyronnet, Georges. Analogies psychologiques entre les Asthéniens de l'antiquité et les Français d'aujourd'hui.** (Psychological analogies between the ancient Athenians and the French of today.) *Rev. Psychol. Peuples,* 1953, **8,** 128–136.—Here are a few suggestions as to close parallels between two European cultures. Both stand as luminaries of world civilization: in religion, oratory, the theater, language, art and scientific thought. In commerce and trade both have shown great achievements. Certain differences are mentioned: the French show differences in language structure, more respect for the human being putting woman on a higher plane, stressing agricultute, universalism more emphasized, more tendencies in art and a far wider development of technology. French civilization is more harmonious than Greek culture.—(H. L. Latham).

2494. **Prothro, E. T., & Melikian, L. H.** (American U. Beirut, Lebanese Republic.) **Generalized ethnic attitudes in the Arab Near East.** *Sociol. soc. Res.,* 1953, **37,** 375–379.—Two groups of Near Eastern students were examined to see if there is evidence for a generalized ethnocentric factor. Although ethnocentrism characterizes the culture of the Near East, no evidence was found that a generalized personality factor was present. The author concludes that while students maintained considerable social distance from national religious groups other than their own, they are not necessarily hostile toward out-groups.—(S. M. Amatora).

2495. **Prothro, E. Terry, & Miles, Otha King.** (American U., Beirut, Lebanon.) **Social distance in the deep South as measured by a revised Bogardus Scale.** *J. soc. Psychol.,* 1953, **37,** 171–174.—"Five hundred adults" in the deep South "rated 17 national and ethnic groups on a Bogardus Scale of Social Distance which had been revised by the technique of equal-appearing intervals. The pattern of preference exhibited was similar to the pattern found by Bogardus, although the ranking of Russians, Japanese, and Negroes was much lower, and the ranking of Greeks, Turks, Chinese, and Hindus higher. Some dangers in the reliance upon the method of equal-appearing intervals were suggested by the results."—(J. C. Franklin).

2496. **Redfield, Robert.** (U. Chicago, Ill.) **The natural history of the folk society.** *Soc. Forces,* 1953, **31,** 224–228.—"To describe the constructed folk society as one that is small, isolated, personal, and sacred is to imagine a limiting case of society that has qualities, that real primitive societies tend to have, in that extreme degree still consistent with human living. It is not to assert that this combination is invariably present." These constructed qualities transcend the particular contents of culture, and cultures may be ordered with respect to them in their various combinations, which arise under different sets of conditions. Changes in these qualities (e.g., from sacred to secular, from personal to impersonal, etc.) are indicative of "the process of transformation of the folk society into new types," whose indigenous and exogenous causal antecedents may also be studied leading to natural histories of folk societies.—(B. R. Fisher).

2497. **Richmond, Anthony H.** (U. Edinburgh, Scotland.) **Social scientist in action.** *Sci. News,* 1953, No. 27, 69–92.—The first part of this paper introduces to the more important techniques in the study of racial relations, namely content analysis, random sampling, control groups, functional penetration and participant observation, guided interview, unguided or "open-ended" interview, cumulative interview, and field notes. The second part is a short summary of some studies of racial relations in Britain, which comprise historical studies, economic and social status, public opinion, racial prejudice, community studies, and social adjustment.—(M. Choynowski).

2498. **Róheim, Géza.** (1 West 85th St., New York.) **The language of birds.** *Amer. Imago*, 1953, **10**, 3–14. —Different versions of a folk-tale are given in which a man rescues a snake and is rewarded by being given the power to understand the language of the birds but on the condition that he keep his knowledge secret. Snake and bird are phallic symbols; the man sees and then hears the primal scene.—(W. A. Varvel).

2499. **Rosenthal, Celia Stopnicka. Social stratification of the Jewish community in a small Polish town.** *Amer. J. Sociol.*, 1953, **59**, 1–10.—Interviews with ten survivors provide data revealing the status pattern of a small-town Jewish community in central Poland before World War II. The factors of occupation, money, learning, and lineage converged in the determination of status; no matter which denominator is used it is found that the same people are on the same point of the social scale. Class distinction was definite, for the most part hereditary, and there was very little movement upward. Descent in terms of money and occupation was not marked by loss of prestige. Values of lineage and learning were placed far above that of money.—(D. L. Glick).

2500. **Roy, Bernard. Du Nantais, de ce qu'il fut et de sa ville.** (The native of Nantes, what he was and his city.) *Rev. Psychol. Peuples*, 1953, **8**, 163–170. —Nantes has always been a maritime city. It furnished Moliere with M. Jourdain. The Revolution was not violent in Nantes. The popular type is different from that of its neighbors. It has a sense for liberty, an appreciation of opportunity, and a justifiable suspicion of foreigners. The respectable, little protestant minority has been perfectly comfortable in Nantes. The traditions of Nantes have been gathered from the four quarters of the earth.—(H. L. Latham).

2501. **Segy, Ladislas. Initiation ceremony and African sculptures.** *Amer. Imago*, 1953, **10**, 57–82. —The initiation ceremony is the most important ritual performed during the African's lifetime and shows remarkable insight into adolescent needs. As an institution it has great integrating powers, being the cornerstone of the African social and cultural world. African art emerged from the communal ideology fostered by such institutions. 29 references. —(W. A. Varvel).

2502. **Servadio, Emilio. Une étude sur "Totem et Tabou."** (A study on "Totem and Taboo.") *Psyché, Paris*, 1953, **8**, 96–107.—A translation of an introduction to an Italian edition of Freud's "Totem et Tabou." Several original hypotheses are offered for future research on the problem.—(G. Besnard).

2503. **Speroff, B. J.** (U. Chicago, Ill.) **Problems and approaches in integrating minority group work forces.** *J. soc. Psychol.*, 1953, **37**, 271–273.—"To date practically all attention in the realm of attitudinal measurement has been aimed at changing majority group conceptions and perceptions toward minority groups; much work must be done to examine the reverse, and perhaps more revealing, aspects of minority group attitudes towards majority groups." The author offers suggestions on how this might be done.—(J. C. Franklin).

2504. **Spiro, Melford E.** (U. Connecticut, Storrs.) **Ghosts: an anthropological inquiry into learning and perception.** *J. abnorm. soc. Psychol.*, 1953, **48**, 376–382.—The author contends that the acquisition of the Ifaluk belief in malevolent ghosts cannot be explained by either traditional theories of cultural determinism or of learning. Rather, this belief is learned by the child according to certain principles of perception and cognition. It is a pragmatic, cognitive truth; a truth that publicly confirms his own personal experiences. 31 references.—(L. N. Solomon).

2505. **Stewart, Ursula G., & Leland, Lorraine A. American versus English Mosaics.** *J. proj. Tech.*, 1952, **16**, 246–248.—250 Mosaic patterns made by American high school children of ages 13–18 years, were studied with reference to contrasts evident in a similar group of English children. The authors found that "The significance as to national personality characteristics and the differences in the previous training and mental habits of the children of the two nations may be strongly pointed up in these mosaic contrasts."—(S. Hutter).

2506. **Taba, Hilda. Leadership training in intergroup education.** Washington, D. C.: American Council on Education, 1953. xi, 243 p. $2.50.—Published as the second volume in the Studies in Intergroup Education, a series designed to describe research materials in this area, the present work treats of leadership training in the field of group relations. The method employed and evaluated in this study is that of the workshop. Specifically, it describes a field project initiated at the U. of Chicago in the summer of 1945, and continuing through the following 6 summers. Part I outlines the purposes, principles, and personnel of the workshop. Part II describes the program in detail. Part III presents an evaluation of workshop training in intergroup education.—(R. C. Strassburger).

2507. **Treudley, Mary Bosworth.** (Wellesley Coll., Mass.) **The ethnic group as a collectivity.** *Soc. Forces*, 1953, **31**, 261–265.—"This article is an attempt to analyze the Syrian collectivity in metropolitan Boston, making use as far as possible of the conceptual scheme developed by Talcott Parsons in 'The Social System.' ... [C]ollectivities with an expressive rather than an instrumental primacy offer a relatively uncharted field for research, and yet it is in such subsystems within the larger society that many people live the most significant part of their lives."—(B. R. Fisher).

2508. **United Nations Educational, Scientific and Cultural Organization. The race concept; results of an inquiry.** Paris: UNESCO, 1952. 103 p. 50¢.—12 physical anthropologists and human geneticists, chosen from those who had expressed disagreement with the first Unesco statement on race (given in Appendix) were invited to formulate their own text. Although they made substantial omissions, the main conclusions of the first statement were upheld. A group of 92 anthropologists and geneticists were then consulted and their criticisms and views on this latest statement are given.—(G. K. Morlan).

2509. **Wagley, Charles.** (Columbia U., N. Y.) **Amazon town: a study of man in the tropics.** New York: Macmillan, 1953. xi, 305 p., $5.00.—This is a study of the way of life of a small town in the Amazon Valley in Brazil "where a distinctive way of life has been formed by the fusion of American Indian and Portuguese cultures during the last three centuries... The problems of the region are put into the context of daily, concrete, human situations in an attempt to

understand the traditions, customs, [and] incentives." 49 references.—(E. Sánchez-Hidalgo).

2510. **Waldstein, D. Lid'mutam shel yots'ey mizrah-eropa b'Israel.** (Some characteristics of East European immigrants in Israel.) *Habinukh,* 1952/53, **25,** 129–142.—A preliminary summary of an investigation of some personality traits and behavior ways of East Europeans in Israel, following a study of R. Benedict and M. Mead before the World War II. The techniques of examining 45 persons were: biographies, projective tests, direct observation, films, analysis of sociological and historical data. Authoritarianism and overprotection by parents result in disturbed social and emotional development, as well as in rebelliousness against the existing order. Attention is given to the parents' loss of prestige. Some educational suggestions to parents are given. —(H. Ormian).

2511. **Watson, Linvill Fielding. Northern Ibo social stratification and acculturation.** *Dissertation Abstr.,* 1953, **13,** 152.—Abstract of Ph.D. thesis, 1953, U. Pennsylvania. Microfilm of complete manuscript, 236 p., $2.95, University Microfilms, Ann Arbor, Mich., Publ. No. 4956.

2512. **Weinberg, Abraham A.** (Israel Ment. Hlth Found., Jerusalem.) **Problems of adjustment of new immigrants to Israel.** *Bull. World Fed. ment. Hlth,* 1953, **5,** 57–63.—A description of the waves of immigration and of the ways in which government and private agencies assist immigrant resettlement. Studies of immigrants indicate that successful adjustment is associated with free (rather than forced) immigration, reasonable expectations of new life conditions, weak ties with former environment, and youth.—(J. C. Franklin).

(See also abstracts 2273, 2280, 2329, 2339, 2346, 2662, 2941)

Social Institutions

2513. **Bose, Nirmal Kumar. Some facts of psychoanalytic interest of Gandhiji's life.** *Samīkṣā,* 1952, **6,** 163–175.—Gandhi failed to see his father die because he was having sexual intercourse with his wife at the time. His later sexual repression was a voluntary penance for having proved untrue to his father. Woman, to Gandhi, was too sacred for sexual love. Every woman was daughter or sister to Gandhi. Woman (mother), according to Gandhi, has deep respect for human individuality plus infinite capacity for self-suffering. Gandhi attempted to conquer sex by becoming a woman. Even though the origin of Gandhi's desire to purify and civilize mankind lay in his personal relation to his mother, the objective results do not lose any value thereby.—(D. Prager).

2514. **Clark, Kenneth E.** (U. Minnesota, Minneapolis.), **& Swanson, Charles E. Attitudes toward low-rent housing, before and after construction.** *J. appl. Psychol.,* 1953, **37,** 201–206.—Interviews with neighbors of a planned low-rent housing project were conducted in 1950, and after the completion of the construction in 1952. Opposition was noticed to be generally less after the two-year period. Comparisons of persons and households from one survey to the next did not clearly indicate the source of the increased response in favor of the project. What changes did occur are considered to be the result of the appearance of the project, rather than of the new residents, since the second survey was held before the units were occupied. The first sample was 188 addresses, the second was 351, 96% of those contacted in each case.—(H. W. Daniels).

2515. **Feldman, A. Bronson. Freudian theology, part 2.** *Psychoanalysis,* 1953, **1** (4), 37–53.—Devotion to monotheism is diagnosed as a rarefaction of anal erotism, since it occurs in persons who seek to combat unconscious cloacal tendencies. Parsimony becomes a theological passion in the monotheist in that he saves time and expense in worshiping only one god, and anal erotic sublimation shows itself in the obstinacy of the monotheist. Laws, rituals, symbols all display a passion for symmetry in monotheism. Accepting Freud's notion that there is a latency period in the growth of nations, Feldman discards the theory expressed in *Moses and Monotheism,* Freud's last work, that the religion of Moses lived on in the unconscious of Israel. 62 references.—(L. E. Abt).

2516. **Feldmesser, Robert A.** (Harvard U., Cambridge, Mass.) **The persistence of status advantages in Soviet Russia.** *Amer. J. Sociol.,* 1953, **59,** 19–27. —Sociocultural factors inherited from pre-Revolutionary society, together with functional imperatives of the new society, at first defeated the early goal of the Soviet regime of improving the opportunities for occupational success of the former "exploited" class at the expense of the former "exploiting" class. Later, upon industrialization, the need for nonmanual specialists was so great as to reduce differences in opportunities, but the descendants of the former "exploiting" classes continued to enjoy greater chances of getting nonmanual occupations. —(D. L. Glick).

2517. **Froomkin, Joseph, & Jaffe, A. J.** (Columbia U., New York.) **Occupational skill and socioeconomic structure.** *Amer. J. Sociol.,* 1953, **59,** 42–48.—Occupations are classified as "skilled" or otherwise in accordance with the social, technical, and economic organization of the country. Since the latter differed greatly in the United States in 1950 and in the U.S.S.R. in 1926, occupations which are actually similar in both countries may, nevertheless, be classified differently. Comparison of the level of skill assigned to the same occupation in both countries revealed substantial differences, particularly in the occupations called "skilled." This has important implications in the analysis of countries undergoing industrialization. Conversion potentials of artisans considered skilled under a handicraft system of production are crucial factors in a transition to an industrial system.—(D. L. Glick).

2518. **Gallagher, O. R. Looseness and rigidity in family structure.** *Soc. Forces,* 1953, **31,** 332–339. —"Loose" and "rigid" family types differ in the degree to which variation of individual behavior is sanctioned. Field research in a rural French commune provided data for describing the differences between "loose" non-peasant and "rigid" peasant family structures, which are considerable. "[I]t seems certain that in modern communities, even rural ones, it is not valid to speak of 'the family'... without reference to what kind of family, what economy this or that family belongs to."—(B. R. Fisher).

2519. **Gosnell, Harold F.** (American U., Washington, D.C.) **Participation in the forthcoming election.** *Ann. Amer. Acad. polit. soc. Sci.*, 1952, No. 283, 156–160.—Highest participation rate is among well-to-do, educated, and professional men, with little change in the last 30 years. In 1948 pollsters failed to predict non-voting. Non-voting is more frequent among those with Democratic leanings; Republicans show a more intense conviction. Government subsidy of campaign expenses and compulsory voting, both practiced abroad, have never been seriously considered here.—(M. M. Berkun).

2520. **Hiltner, Seward.** (U. Chicago, Ill.) **Pastoral psychology and constructive theology.** *Pastoral Psychol.*, 1953, **4** (35), 17–26.—The Christian doctrine of sin is a recognition of evil in man's life and a search for the causes and cure of this evil. Psychology in working with the same problem of evil in human nature is developing theories that meet constructive theology. Both recognize that man has tendencies to become fixed in once useful but now irrelevant patterns of response, to extend pride in creativeness without recognition of limitations, to depersonalize himself, to fail to take reflective effort about his life, to identify with a partial aspect of his selfhood and not the whole. The basic function of a sense of guilt is to arouse concern by which to correct what one can change and to accept what one cannot change, by attaining a larger perspective of good possibilities.—(P. E. Johnson).

2521. **Johnson, Paul E.** (Boston U., Mass.) **A psychological understanding of prayer.** *Pastoral Psychol.*, 1953, **4** (36), 33–39.—Defining prayer as "a dynamic experience of harmony within and without that heals conflict and loneliness in renewing one's sense of belonging to a larger wholeness," the author indicates why it is needed in modern life and what psychological effects may come from it. When prayer is effective psychologically it may be expected to affect all of one's relationships.—(P. E. Johnson).

2522. **King, Charles E.** (N. Carolina Coll., Durham.) **Marital adjustment in a Southern urban minority population.** *Sociol. soc. Res.*, 1953, **37**, 399–402.—The purpose of this study was to determine if the Marriage Study Schedule of Burgess and Cottrell is applicable to racial, social class, and regional groups. For this study the author used 466 Negro couples in Greensboro, N. C., who had been married not less than one nor more than 10 years. The author concludes that the concept of marital adjustment used by Burgess and Cottrell is applicable to Negro groups. The factors studied in this Schedule were in most instances more highly associated with adjustments in marriage in this study than was the case in the Burgess and Cottrell original study.—(S. M. Amatora).

2523. **Lipset, S. M.** (Columbia U., New York.) **Opinion formation in a crisis situation.** *Publ. Opin. Quart.*, 1953, **17**, 20–46.—In 1951, when the loyalty oath controversy was at its height at the University of California, the author directed a poll of student opinion on the issue. He presents detailed data on the opinions of 480 representative students broken against such variables as political party affiliation, religious affiliation, newspaper reading habits, paternal occupation, career aspirations, residence and occupation of parents, and certain subjective variables defining the students' perception of the situation. Conclusions are stated in terms of "the activation of previous experiences and attitudes" and "exposure to crosspressures."—(H. W. Riecken).

2524. **Ong, Walter J. La dame et l'enjeu.** (The Lady and the issue.) *Psyché, Paris*, 1953, **8**, 156–171.—A discussion of the role of the Virgin Mary in the Catholic and Protestant doctrines.—(G. Besnard).

2525. **Perryman, J. N.** (U. Colorado, Boulder.) **On the meaning of democracy.** *Publ. Opin. Quart.*, 1953, **17**, 47–60.—An unusual technique of questioning four types of audiences—labor unions, Grange groups, Junior Chamber of Commerce Groups, and college freshmen—provided data on the meaning of the word "democracy" to various people. Respondents were asked to select, from a list of famous persons whom they could identify, the one they thought best qualified to explain the meaning of democracy. Data on the recognition of famous persons, confidence in their ability to explain democracy, and frequency distribution of emphases in the respondent's own definition of democracy cause the author to conclude that there are "strong similarities of view toward the basic fundamentals of democracy... by various economic groups...and by nationally prominent persons as well."—(H. W. Riecken).

2526. **Salzman, Leon. The psychology of religious and ideological conversion.** *Psychiatry*, 1953, **16**, 177–187.—The differentiation is made between "progressive or maturational" and "regressive or psychopathological" conversion. The latter type of religious or political conversion is illustrated from literary sources and clinical case material and is seen as a hostile method of solving the conflicts arising from hatred towards authority.—(C. T. Bever).

2527. **Smart, Mollie, & Smart, Russell. An introduction to family relationships.** Philadelphia: W. B. Saunders, 1953. xiii, 317 p. $3.75.—Divided and summarized into 5 sections: The sources of behavior; Parents and children; Brothers and sisters; Friends and associates; and Husbands and wives. Suggested readings at the end of each chapter.—(M. J. Wayner, Jr.).

2528. **Smith, Charles W., Jr. Measurement of voter attitude.** *Ann. Amer. Acad. polit. soc. Sci.*, 1952, No. 283, 148–155.—A history of polling and its philosophy (which dates to Aristotle), followed by academic and political views of polls. A brief account is given of the sources of error in the 1948 polls.—(M. M. Berkun).

2529. **Swain, Marianne DeGraff, & Kiser, Clyde V. Social and psychological factors affecting fertility. XVIII. The interrelation of fertility, fertility planning, and ego-centered interest in children.** *Milbank mem. Fd Quart.*, 1953, **31**, 51–84.—"The Indianapolis Study data yield only very limited support to the hypothesis 'the greater the extent to which interest in children is a matter of personal (ego-centered) satisfaction, the higher the proportion of couples practicing contraception effectively and the smaller the planned families'...[but] the data do provide limited support of the hypothesis that size of planned family is inversely related to ego-centered interest in children."—(A. J. Sprow).

2530. **Taft, Ronald. The shared frame of reference concept applied to the assimilation of immigrants.** *Hum. Relat.*, 1953, **6**, 45–55.—The "monistic" and "pluralistic" handling of immigrants is discussed. In the former, elimination of old values and ways of

behavior is the criterion of assimilation; in the latter, no such loss is required, only acceptance of differences and acquisition of the tools which facilitate interaction. Clearly favoring the latter approach, the author discusses assimilation in terms of Newcomb's concept of a "shared frame of reference."—(R. A. Littman).

2531. **Truxal, Andrew G.** (Hood Coll., Frederick, Md.), **& Merrill, Francis E. Marriage and the family in American culture.** New York: Prentice-Hall, 1953. x, 587 p. $5.75.—This revision of "The family in American culture" (see 22: 2125) "has been rethought, revised, and substantially rewritten." 2 sections (4 chapters each) have been added on courtship and marital relationships. Other sections have been pruned, amplified, and otherwise modified. —(A. J. Sprow).

2532. **Warner, W. Lloyd** (U. Chicago, Ill.), **& Warner, Mildred Hall. What you should know about social class.** Chicago, Ill.: Science Research Associates, 1953. 48 p. 40¢.—A popular presentation of Warner's concepts of social class and how social class affects young people. Determining social class, friendship and social class, social class and one's future, and class mobility—moving upward—are discussed.—(A. J. Sprow).

2533. **Westoff, Charles F. The changing focus of differential fertility research: the social mobility hypothesis.** *Milbank mem. Fd Quart.*, 1953, **31**, 24–38.—"The changing focus of the study of class differences in fertility is from descriptive to causal research. The latter type of research has repeatedly indicated the greater relative importance of socio-economic status over a number of discrete sociological variables in relation to fertility planning and planned fertility. It is proposed here that both aspirations for upward mobility and social mobility itself may be the crucial variables as yet not explored to any extent in empirical research. 23 references.—(A. J. Sprow).

2534. **Willems, Emilio.** (Vanderbilt U., Nashville, Tenn.) **The structure of the Brazilian family.** *Soc. Forces*, 1953, **31**, 339–345.—Description of the upper and middle class, as differentiated from the lower rural class, family in Brazil reveals wide differences which "are more pronounced than most students would expect to find" in social strata "supposed to participate in the same general culture."—(B. R. Fisher).

(See also abstracts 2598, 2603, 2745)

Language & Communication

2535. **Atkinson, Chester J. Intelligibility of speech heard at high altitude and sea level.** *U. S. Naval Sch. Aviat. Med. Res. Rep.*, 1952, Proj. No. NM 001 064.01.14, (Joint Rep. No. 14), 7 p.—Four groups of speakers took part in intelligibility testing at 43,000 feet. One half of each group were speaker-listeners at altitude, the other half were listeners at sea level. Speaker scores at altitude against O_2 pressure, as well as monaural listening scores at altitude and at sea level were obtained. Speaker scores improved significantly through one to fifteen days. No statistically significant differences were found between scores of listeners at altitude and listeners at sea level.

2536. **Berne, Eric. Concerning the nature of communication.** *Psychiat. Quart.*, 1953, **27**, 185–198. —The notion of a "precise message" is psychologically inconceivable. The amount of potential psychological information increases with increasingly intense noise. In interpersonal communications noise is of more value than information. Noise carries latent communications and arouses latent responses in the receiver. 26 references.—(D. Prager).

2537. **Chorus, A.** (U. Leiden, Netherlands.) **The basic law of rumor.** *J. abnorm. soc. Psychol.*, 1953, **48**, 313–314.—To the formula relating transmission of rumor to importance and ambiguity should be added another factor, viz., the critical sense of the rumor transmitter.—(L. N. Solomon).

2538. **Doob, Leonard W.** (Yale U., New Haven, Conn.) **Effects of initial serial position and attitude upon recall conditions of low motivation.** *J. abnorm. soc. Psychol.*, 1953, **48**, 199–205.—"When people are exposed to a mass medium of communication in a naturalistic setting... they usually are not motivated directly either to perceive or to learn its contents. Under such conditions, this study asks, how is recall affected by initial serial position? Are items that are presented first (primacy) or last (recency) recalled more effectively? Does an intense or a favorable attitude promote recall?"—(L. N. Solomon).

2539. **Doob, Leonard W.** (Yale U., New Haven, Conn.) **Information services in central Africa.** *Publ. Opin. Quart.*, 1953, **16**, 7–19.—A concretely detailed description of contemporary media of mass communication (especially the government controlled media) provides a broad overview of some of the problems arising in opinion formation in "the new Africa." The author devotes special attention to radio and film communication and analyzes the filtering effect that western regulations place upon the picture of the world presented to Africans.—(H. W. Riecken).

2540. **Hyde, Reed W., & Tonndorf, Juergen. Speaking efficiency of fliers with laryngeal paralysis: development of a routine test method.** *USAF, Sch. Aviat. Med. Proj. Rep.*, 1953, Proj. No. 21-1203-0001, Rep. No. 2, iii, 9 p.—A procedure is described for the practical evaluation, at sea level and at altitude, of the effects of laryngeal paralysis on intelligibility of speech, particularly in the presence of aircraft noise. Two fliers with laryngeal paralysis and a small group of normal control subjects were submitted to this procedure, and the results analyzed. The test method may be applied to other lesions which may affect intelligibility of speech under the stresses of flying.

2541. **Irwin, John V.** (U. Wisconsin, Madison.), **& Beckland, Orville. Norms for maximum repetitive rates for certain sounds established with the Sylrater.** *J. Speech Hearing Disorders*, 1953, **18**, 149–160.—A new instrument, the Sylrater, which does not require direct connection with the subject, is described and tentative norms of repetitive rates of speech and non-speech sounds established for ages 6, 7, 9, 11, 13, and 15 yrs. both for boys and girls. Range of rates is quite wide. The general level of the correlations fails to indicate that any single measure such as repeated sound may be safely taken as an accurate index of the ability to execute rapid, repetitive movements.—(M. F. Palmer).

2542. **Kelman, Herbert C.** (Johns Hopkins U., Baltimore, Md.), **& Hovland, Carl I. "Reinstatement" of the communicator in delayed measurement of opinion change.** *J. abnorm. soc. Psychol.*, 1953, **48**, 327–335.—The effects of the communicator, as a cue for acceptance, immediately following a communication and after a three-week delay were investigated with "positive" (well informed and fair), "negative" (poorly informed and biased), and "neutral" communicators. Identical communications dealing with the treatment of juvenile delinquents were presented to 330 senior high school students. The communicator cues were reinstated at the time of delayed testing for half of the S's. The effects of this procedure are analyzed in detail.—(L. N. Solomon).

2543. **Landau, J. Otsar hamilim b'horaat halashon haaravit.** (Vocabulary in teaching Arabic.) *Habinukh*, 1952/53, **25**, 158–165.—The general psychological and special linguistic aspect of the problem is explained. In 4 textbooks of Arabic as a foreign language for beginning Jewish pupils, most used in Israel, only 150 words are common to all. Ways to compile well tested word frequency list for literary and vernacular Arabic language are suggested.—(H. Ormian).

2544. **Macy, Josiah, Jr., Christie, Lee S., & Luce, R. Duncan.** (M. I. T., Cambridge, Mass.) **Coding noise in a task-oriented group.** *J. abnorm. soc. Psychol.*, 1953, **48**, 401–409.—The performance of task-oriented groups of five Ss was analyzed in terms of the concepts of information theory. The errors made by the group were shown to be well predicted by a measure of the semantic noise, i.e., ambiguity in description and interpretation, in the coding-decoding process. The use of redundant coding to reduce the number of errors was also demonstrated. Finally, differences in behavior of groups using different communication networks was examined.—(L. N. Solomon).

2545. **Ohara, Haruko.** (U. Omaha, Nebr.) **Comparative preferences of radio and television programs.** *Sociol. soc. Res.*, 1953, **37**, 305–311.—Selected groups in Omaha, Nebraska during May and June 1952 replied to a questionnaire. Data were analyzed on the basis of 1,058 returns, in an attempt to (1) determine and show trends in the relative preferences in types of radio and television programs by those who have regular access to both radio and television; and (2) to find out whether selectivity of television programs through time is at work. Detailed summary on nine points and conclusions on six other points are given.—(S. M. Amatora).

2546. **Paulson, Stanley Fay. Experimental study of spoken communications: the effects of prestige of the speaker and acknowledgment of opposing arguments on audience retention and shift of opinion.** *Dissertation Abstr.*, 1953, **13**, 270–271.—Abstract of Ph.D. thesis, 1952, U. Minnesota. Microfilm of complete manuscript, 108 p., $1.35, University Microfilms, Ann Arbor, Mich., Publ. No. 4871.

2547. **Peterson, Gordon E.** (U. Michigan, Ann Arbor.) **Basic physical systems for communication between two individuals.** *J. Speech Hearing Disorders*, 1953, **18**, 116–120.—Physical systems for communication consist at present of written language; telegraph; telephone; radio; recorder-reproducers; devices such as the vocoder. Research indicates the possibilities of converting speech to phonetic symbols and vice versa thus increasing channel capacities. Automatic translation machines are possible. Systems which utilize the normal feedback systems of the handicapped individual have received attention. If such basic studies are successful, increased insight into human processes must result.—(M. F. Palmer).

2548. **Peterson, G. E.** (Bell Telephone Labs., Murray Hill, N. J.), **& Coxe, M. S. The vowels [e] and [o] in American speech.** *Quart. J. Speech*, 1953, **39**, 33–41.—Spectrographic and frequency-intensity analyses of [e] and [o] and related vowels were made to determine the extent to which they are diphthongized to [eɪ] and [oʊ] in American speech. A careful analysis of the formant relations in the front and back vowels of two speakers is presented. The results show that a variety of acoustically different diphthongs may be heard by laymen and transcribed by phoneticians as [oʊ] and [eɪ].—(J. M. Pickett).

2549. **Spiegelman, Marvin; Terwilliger, Carl, & Fearing, Franklin.** (U. California, Los Angeles.) **The content of comics: goals and means to goals of comic strip characters.** *J. soc. Psychol.*, 1953, **37**, 189–203.—Content analysis of comic strips showed that: "the world of the comic strip is a man's world; comics reflect ambiguous attitudes towards the status of women; altruistic, group oriented goals are highly prized for both sexes;" the data on goals and means of males and females show differences for the various socio-economic classes.—(J. C. Franklin).

2550. **Spiegelman, Marvin; Terwilliger, Carl, & Fearing, Franklin.** (U. California, Los Angeles.) **The reliability of agreement in content analysis.** *J. soc. Psychol.*, 1953, **37**, 175–187.—"The results of an experiment on the effects of discussion by a group of judges on reliability... indicated that non-directed discussion had no significant effect on reliability of agreement, whether the material was simple or complex. It was also found that the ambiguity of the material, as measured, also had no significant effect." Discussion of methods for computing reliability is followed by recommendation that several be applied—"reliability of the individual judge with respect to fellow judges, the reliability of a category with respect to other categories in the same category-set, and the over-all reliability of a category-set." Pressing research needs in reliability research are cited.—(J. C. Franklin).

2551. **Stevens, K. N.** (Mass. Inst. Tech., Cambridge.), **Kasowski, S., & Fant, C. Gunnar M. An electrical analog of the vocal tract.** *J. acoust. Soc. Amer.*, 1953, **25**, 734–742.—The theory of design and the details of construction of an electrical analog of the human vocal tract are discussed. Essentially, the tract is viewed as an acoustical tube of varying cross-sectional area, with vocal cords at one end and termination by the lips at the other. Utilizing available X-ray data of the vocal system, the authors were able to synthesize all English vowel sounds and some consonant sounds with good quality. Of special interest is the future use of the tract as a tool for linguistic research in investigating the effects of individual variables which cannot be independently manipulated in the human vocal tract.—(I. Pollack).

2552. **Summers, Raymond.** (Purdue U., Lafayette, Ind.) **Perceptive vs. productive skills in analyzing speech sounds from words.** *J. Speech Hearing Dis-*

orders, 1953, **18**, 140-148.—29 males, 71 females, with a mean age of 19.98, normal and phonetically naive, perceived sounds more accurately and frequently in the initial position. Sounds most difficult to discriminate were sounds which tended to be difficult to perceive and difficult to analyze and produce. Subjects showed a wide range of perception and analysis production ability. Vocabulary level, pronunciation ability, grade point average, scientific ability (quantitative) ACE, linguistic ability ACE, total ability ACE, and speed of comprehension or general reading ability all had low correlations with factors studied.—(M. F. Palmer).

2553. **Sweetser, Frank L., Jr.** (Boston U., Mass.) **Grade school families meet television.** Boston, Mass.: Boston University, Graduate School, 1953. 28 p. (Res. Rep. No. 1, prelim. ed., mimeo.)—254 families with grade school children were interviewed in 1950 to determine initial effects of televiewing in a community near Boston and in an outlying suburb. Major findings are presented, including that the overt behavior of adults, outlying suburban residents, and blue collar workers was affected more than that of children, nearby residents and white collar workers. Effects tended to persist for the first two years of televiewing. The greatest effect was reallocation of time, particularly for those with limited access to alternative activities. Discussion of the theory of accessibility.—(A. L. Martin).

2554. **Weiss, Walter.** (Boston U., Mass.) **A "sleeper" effect in opinion change.** *J. abnorm. soc. Psychol.*, 1953, **48**, 173-180.—The distinction between the learning and acceptance of a communication is made. It is stated that, although the content of a communication is learned well, the communication may be discounted as coming from a source having a propagandistic purpose. Over a period of time, the discounting factor may be forgotten more rapidly than the content on which the opinions are based. The result would be a delayed increment of the effect of the communication. In the study reported, a sleeper effect is demonstrated as a consequent of the variation of experimental treatments. 16 references.—(L. N. Solomon).

(See also abstracts 1799, 1841, 2132, 3419)

CLINICAL PSYCHOLOGY, GUIDANCE, COUNSELING

2555. **Berkman, Tessie D. The contribution of psychiatric social work to the field of social work.** *J. psychiat. soc. Wk*, 1953, **22**, 200-205.—The body of this paper is concerned with the contributions of psychiatric social work to social casework. Discussed is the place of psychiatric social work in the transition of concepts from specific to generic theory, as well as the contributions of psychoanalytic theory. Brief attention is given to the contribution made by psychiatric social work to social group work in its influence on curriculum development and in "psychiatric group work."—(L. B. Costin).

2556. **Casner, Daniel.** (V. A. Hosp., Castle Point, N. Y.) **Staff-centered clinical psychology in a tuberculosis hospital.** *J. clin. Psychol.*, 1953, **9**, 151-155.—At a TB hospital the emphasis in the psychologist's work has shifted from the now traditional client-centered approach to a staff-centered approach; the former did not prove fruitful. The psychologist now spends more time in consultations with the medical and nursing staff than in interviews with individual patients. It is felt that this approach has strengthened the relationship most important to the patient, his relation with his physician, by helping both doctors and nurses feel more adequate about their handling of the interpersonal problems of the patient. —(L. B. Heathers).

2557. **Coleman, Jules V. The contribution of the psychiatrist to the social worker and to the client.** *Ment. Hyg., N. Y.*, 1953, **37**, 249-258.—The consultant role of the psychiatrist in a social agency is discussed. In the consultant status ordinarily one is free to indicate his point of view without the necessity or responsibility for seeing that his recommendations are carried out. However, the psychiatrist is in a somewhat unique role since he, likely, is concerned with staff training as a teacher. Thus the psychiatrist may aid the social worker by sharing his views and understanding of the client. At the same time the psychiatrist has the opportunity to better understand the various environmental factors which exert their effects on the individual. This symbiotic working relationship contributes to a more complete appreciation of the individual and enhances the attainment of ideal therapeutic goals.—(M. A. Seidenfeld).

2558. **Coleman, Jules V. Mental health education and community psychiatry.** *Amer. J. Orthopsychiat.*, 1953, **23**, 265-270.—Mental health education is a social activity in which a subject matter derived from psychiatry and psychology is given appropriate meaning and relevance in a variety of settings dealing with the problems of interpersonal relationships. The author explored the possibilities of action-effective attitude modification by mental health education in the military service and in industry.—(R. E. Perl).

2559. **Conti, Jean W. (Ed.) Health and human relations in Germany; Report of a Conference on Problems of Health and Human Relations in Germany.** New York: Josiah Macy, Jr. Foundation, 1950. 207 p. $1.00. (Available from National Association for Mental Health.)—General problems of adjustment in Germany and the reports of 3 committees, dealing with German culture and personality, professional developments in psychiatry, clinical psychology, social sciences, and education, and integration of the German culture within itself and into European and world cultures, are given.—(W. L. Wilkins).

2560. **Council of State Governments. Training and research in state mental health programs; a report to the Governors' Conference.** Chicago, Ill.: Author, 1953. 349 p. $5.00.—This report is concerned with two phases of action for mental health: training of the personnel who are needed in it, from psychiatrists to hospital attendants, and research into the causes, prevention, correction and cure of mental disorders. It shows where training and research both stand in the state mental health programs today—the methods, purposes, subject areas, and administrative and financial patterns involved. It points to concrete means by which both can move forward from this time on, for a further shift from a "custodial" role in mental institutions to one in which prevention and rehabilitation are paramount.

2561. **Cumings, Ruth, & Kline, Milton V. A study of the learning characteristics of public health nurses in relation to mental health education: a preliminary report.** *J. Psychol.*, 1953, **36**, 195-200.—This was an attempt to obtain a critical evaluation of the in-service mental hygiene consultation program in the county by means of the nurses' own evaluation of the program after it had been in effect two years. Each nurse rated 16 major aspects of the program on a five point scale; then expressed attitudes on the program on such topics as the most desirable content, the most effective presentation methods, public health nursing goals, etc. The authors felt the nurses have achieved an objective viewpoint toward the program, their suggestions were worth-while, and they felt that psychiatric and psychological personnel could well be added.—(R. W. Husband).

2562. **Dolan, Dorothea L. Administration to conserve the resources of the community mental health clinic.** *J. psychiat. soc. Wk*, 1953, **22**, 184-189.—"This is ... a plea that clinics develop more realistic, clearer formulations of their chosen functions and endeavor to reflect this formulation in practice, to avoid the risk that the resources of the clinic itself be dissipated."—(L. B. Costin).

2563. **Family Service Association of America. Committee on Methods and Scope. Scope and methods of the family service agency.** New York: Family Service Association of America, 1953. 22 p. 40¢.—The report of the F.S.A.A. committee set up to study current practices and programs. Part I covers the scope of family service: casework program, community planning, group education, professional education, and research. Part II is concerned with techniques of treatment.

2564. **Felix, R. H., & Clausen, John A. The role of surveys in advancing knowledge in the field of mental health.** *Publ. Opin. Quart.*, 1953, **17**, 61-70.—This discussion of the kinds of data that have been and could be collected by survey methods is oriented to the problems of public health education. Surveys can provide data on level of information and sophistication about health problems, attitudes toward mental illness, and can perhaps be used to estimate the prevalence of mental disease in the population. The discussion uses examples rather than data.—(H. W. Riecken).

2565. **Freeman, Lucy. Hope for the troubled.** New York: Crown Publishers, 1953. 256 p. $3.00.—The author's basic thesis is that this thing called help requires a guide, a psychoanalyst, who offers the love of an understanding parent for a child, an ennobling love that asks nothing in return. She gives an appraisal of the confusion of present day psychiatry and psychoanalysis, with the added problems of needing to correlate their services with that of social workers, psychologists, and the other non-medical experts in the counseling field. She concludes with a list of national agencies that set standards in the counseling and psychiatric field.—(L. R. Steiner).

2566. **Glover, Katherine. Mental health—everybody's business.** *Publ. Affairs Pampbl.*, 1953, No. 196, 28 p.—By way of introduction to the problems of civilian mental health, the "up-front" program devised for the armed forces is discussed. Progress by professional organizations, government agencies, and mental health associations in meeting the problems is described.—(A. J. Sprow).

2567. **Gluckman, Robert M.** (Illinois School for Boys, St. Charles.) **The chaplain as a member of the diagnostic clinical team.** *Ment. Hyg., N. Y.*, 1953, **37**, 278-282.—The chaplain can, if properly selected, given appropriate training, and provided with the opportunity, be a very valuable member of the diagnostic team. This is supported by specific instances from the author's own institutional program. Such a combination of clinical and religious responsibilities are not conflictive but enhance the work of the chaplain and the other staff members as well.—(M. A. Seidenfeld).

2568. **Hammond, Kenneth R., & Allen, Jeremiah M., Jr.** (U. Colorado, Boulder.) **Writing clinical reports.** New York: Prentice-Hall, 1953. xii, 235 p. $4.00.—The clinical report is the psychologist's means of communicating with other persons interested in a case. These primary readers may be psychologists, members of allied professions, or laymen. Secondary readers may use reports later for research purposes. Greatest emphasis is given to the writing so as to best meet the needs of the primary readers. Questions of organization, accuracy and integration, readability and tone and vocabulary are discussed. Details of English composition are not dealt with as such; the end of clear communication is the goal. Appendixes give illustrative outlines, sample reports, and a list of reference works.—(C. M. Louttit).

2569. **Hanna, Joseph V.** (New York U.) **Counseling needs in the Y.M.C.A.** *Counseling*, 1953, **11** (4), 1-4.—After tracing briefly the major influences in the developing of guidance services in the Y.M.C.A., the author points out what he considers to be the most important characteristics of the counseling job of the Y secretary.—(F. Costin).

2570. **Hardy, Arthur W. Significant population data on minorities for counseling services.** *Counseling*, 1953, **11** (2), 2-3.—Presents census data (1940-50) on changes in white and non-white populations in various areas in the United States. Implications of these shifts in population for Y. M. C. A. counseling services are pointed out.—(F. Costin).

2571. **Harris, Norman James. Reality practice as a procedure in counselor training.** *Dissertation Abstr.*, 1953, **13**, 203.—Abstract of Ph.D. thesis, 1953, Stanford U. Microfilm of complete manuscript, 142 p., $1.78, University Microfilms, Ann Arbor, Mich., Publ. No. 4669.

2572. **Heiman, Marcel. (Ed.) Psychoanalysis and social work.** New York: International Universities Press, Inc., 1953. xiv, 346 p. $5.00.—14 psychoanalysts contribute to this book which attempts to show the contribution psychoanalysis has made over the years to the field of social work. Part I deals with psychoanalytic theory. Part II concerns itself with elements of psychoanalytic concepts which are applicable to the problems the social worker is called upon to handle. The areas of social work thus examined are: (1) collaborative therapy; (2) the family agency; (3) the child guidance unit; (4) foster home placement; (5) adoption; (6) adolescent problems; (7) medical social work, and (8) problems of the aged.—(L. B. Costin).

2573. **Kasman, Saul. (Ed.)** (Illinois Public Aid Commission, Springfield.) **Selected readings for the public assistance worker.** Springfield: Illinois Public Aid Commission, 1953. ix, 174 p. (Mimeo.)—Prepared as material to be used in staff development,

chiefly among personnel of County Depts. of Welfare, this collection contains 31 previously published articles on the subject of (1) The Public Assistance Worker, (2) The Public Assistance Agency, (3) Techniques for the Public Assistance Worker, (4) Understanding Human Behavior, (5) Medical Knowledge for the Public Assistance Worker.—(L. B. Costin).

2574. **Katz, Barney, & Lehner, George F. J. Mental hygiene in modern living.** New York: Ronald, 1953. x, 544 p. $4.50.—This textbook "emphasizes the importance of mental hygiene in education, but it also describes how to maintain normal and adjusted behavior throughout our lives: in marriage and the home, in rearing children, in choosing a vocation and in vocational adjustment, in community life and the armed forces, and in old age." The 7 parts each with 2 to 5 chapters include the dynamics of human behavior, forces in maladjustment, family, education, vocational adjustment, community living, and mental health appraisal, improvement and significance in world affairs. Glossary of technical terms.—(C. M. Louttit).

2575. **Katz, Robert L.** (Hebrew Union Coll., Cincinnati, O.) **Aspects of pastoral psychology and the rabbinate.** *Jewish soc. Serv. Quart.*, 1953, **29**, 367–373.—An explanation of the current status of pastoral psychology as utilized in the American rabbinate as viewed by a reform rabbi. The need for counseling activities continues to increase and the sources of some of the more common demands are delineated by Katz. Pastoral psychology in the religious, the educational, the preaching roles, is becoming increasingly important in Jewish life so that we may anticipate closer attention and greater interest in the development of a program in this area by the rabbis of today and tomorrow.—(M. A. Seidenfeld).

2576. **Kogan, Leonard S.** (Community Serv. Soc., New York.), **Hunt, J. McVicker, & Bartelme, Phyllis F. A follow-up study of the results of social casework.** New York: Family Service Association of America, 1953. 115 p. $2.50.—This is a report of a study carried on with 38 families who had received service from a family social work agency 5 years earlier. Purposes of the study were: to determine how and to what extent the effects of casework service were observable; to test the validity of the Distress-Relief Quotient and The Movement Scale as measures of change in clients; and to learn the positive and negative aspects of follow-up procedures. The account of the study is presented in eight chapters. Appendixes include a schedule for follow-up study and instructions for judging valuative statements by ex-clients.—(L. B. Costin).

2577. **MacCalman, D. R. Observations on the teaching of the principles of mental health to medical students.** *Brit. J. med. Psychol.*, 1953, **26**, 140–151.—The needs, procedures, and feasibility of greater emphasis on training in mental health in the medical school curriculum are discussed. 22 references.—(C. L. Winder).

2578. **Meyer, Marguerite S., & Power, Edward J., Jr.** (Family Society of Greater Boston, Mass.) **The family caseworker's contribution to parent education through the medium of the discussion group.** *Amer. J. Orthopsychiat.*, 1953, **23**, 621–628.—A family casework agency developed an interest in groups in order to increase its opportunity to do preventive work. The program is called "Family Life Education." The present emphasis is on small discussion groups where people have been helped to re-evaluate some of their feelings and attitudes and responsibilities. Caseworkers should operate in educational groups, attempting to handle problems of general and conscious interest.—(R. E. Perl).

2579. **Neubauer, Peter B.** (Council Child Development Center, New York.) **The place of education and psychotherapy in mental health.** *Amer. J. Orthopsychiat.*, 1953, **23**, 280–283.—Three questions arise in approaching the field of mental health: (1) Who is the object of education? (2) What are the external forces affecting the object? (3) What are the processes of interaction between the individual and the environment? Despite the feeling of humility of mental health workers in recognition of their high goals and limited tools, their hopes must remain greater than their doubts.—(R. E. Perl).

2580. **Newton, Maudester E.** (Y.W.C.A., Harlem Branch, N. Y.) **A workshop in mental health.** *Ment. Hyg., N. Y.*, 1953, **37**, 294–300.—A self-inventory on inner security which covered such items as self-confidence, feeling of belonging, health, making friends, liking people, dealing with personal anxieties, and a philosophy of life was administered to three young adult clubs in the Harlem Branch YWCA. After interpreting the findings, a workshop in mental health was held, based upon the decision of a steering committee made up of resident girls. The workshop was coeducational with men from the Harlem YMCA. The content of the several sessions is briefly described and the outcomes were considered adequately achieved.—(M. A. Seidenfeld).

2581. **Norman, Ralph D.** (U. New Mexico, Albuquerque.) **The interrelationships among acceptance-rejection, self-other identity, insight into self, and realistic perception of others.** *J. soc. Psychol.*, 1953, **37**, 205–235.—This study is based on data gathered on 72 persons assessed in the V.A. Research Project on the Selection of Clinical Psychologists. Conclusions support and in turn are supported by, for the most part, results of previous studies "related to the investigation of the self and self-other concepts." 28 references.—(J. C. Franklin).

2582. **Pollack, Otto.** (U. Pennsylvania, Philadelphia.) **Cultural dynamics in casework.** *Soc. Casewk*, 1953, **34**, 279–284.—The author gives a definition of culture and of national character on which he bases his discussion. He sees as one of the chief obstacles to establishing an effective relationship between social worker and client the fact that "the profession of social work itself constitutes a sub-culture," which makes for difficulties in diagnosis, arriving at a treatment plan and goal. The "social work culture" and the problems of adjustment it brings between worker and client are discussed.—(L. B. Costin).

2583. **Recktenwald, Lester Nicholas. Guidance and counseling with psychometric practices: a basic treatment.** Washington, D.C.: Catholic University of America Press, 1953. xv, 192 p. $3.25. ($2.50 paper.)—The volume is concerned with the applied art and science of both goal-seeking and adjustment in significant life areas. Its 5 sections deal with (1) evidence for need of guidance and fundamental concepts of guidance and counseling; (2) information and techniques concerned with the study of the in-

dividual; (3) information and techniques concerned with education and occupations; (4) principles and practices necessary in counseling; and (5) organization of guidance and counseling services and the methods of evaluation of guidance and counseling. —(S. M. Amatora).

2584. **Ridenour, Nina.** (Ittleson Family Foundation, New York.) **Criteria of effectiveness in mental health education.** *Amer. J. Orthopsychiat.*, 1953, **23**, 271–279.—There are two kinds of mental health education: (1) education in mental health principles which people can use in their daily lives, and (2) education about the facts of mental health and illness so that people will be prepared to fulfill their responsibilities as citizens. Since the purpose of mental health education is to change behavior, evidence of its effectiveness is adduced by evidence of change. Two good working criteria of effectiveness are popularity (material must be popular enough to be read or looked at or listened to) and the opinions of authorities in the field.—(R. E. Perl).

2585. **Small, S. Mouchly.** (U. Buffalo, N. Y.) **The medical social worker in a hospital setting.** In Heiman, M., Psychoanalysis and social work, (see **28**: 2572), 261–293.—The author discusses (1) functions of the medical social worker—in relation to the individual patient, relatives, the physician, community agencies, and in an educational and training capacity; (2) interviewing—its goals, general considerations, the interviewer's attitudes, and technical aspects; (3) the psychoanalytic orientation of medical social work; (4) two cases illustrating the dynamic formulation of the patient's problems; and (5) the medical social worker's role in participation in therapy.—(L. B. Costin).

2586. **Strickland, Francis L.** (Boston U., Mass.) **Pastoral psychology—a retrospect.** *Pastoral Psychol.*, 1953, **4** (37), 8–12.—Psychology of religion was an early interest of American psychologists, and led to the introduction of such courses into schools of theology and religious education by 1900. The significance of psychology for the religious worker was not slow to be recognized, and clinical training in mental hospitals has been offered to theological students since 1927; first at Worcester (Mass.) State Hospital, and then in other hospitals, where the meaning of interpersonal relations is explored with other professions in the crises of acute illness. The role of the pastor in serving personality needs is learned through a synthesis of theory and practice by instruction in classroom and clinic.—(P. E. Johnson).

2587. **Thorne, Frederick C.** (U. Vermont, Burlington.) **Operational concepts in clinical psychology and medicine.** *J. clin. Psychol.*, 1953, **9**, 137–142. —Clinical psychology would benefit if it followed the lead of medicine and paid more attention to operations and learning from actual contacts with persons and paid less attention to theories and learning from books. There would be less confusion in psychology if it were fully recognized that the study of personality requires a multi-level operational approach; investigations on only one level cannot represent the total picture. One of the most urgent needs of the field is the establishing and supporting of large scale cooperative research as in medicine.—(L. B. Heathers).

2588. **Vorhaus, Pauline G. The use of the Rorschach in preventive mental hygiene.** *J. proj. Tech.*, 1952, **16**, 179–192.—The role of the Rorschach test in preventive mental hygiene is discussed. 3 prerequisites which must be met are stipulated. 8 categories of development: infancy, pre-school period, early latency period, pre-puberty period, adolescence, young adulthood, maturity, old age, and the relationship of the Rorschach test to these categories are discussed.—(S. Hutter).

(See also abstracts 1950, 1955, 1957, 3185)

Methodology, Techniques

2589. **Austin, Lucille N., et al. Techniques of student and staff supervision.** New York: Family Service Association of America, 1953. 80 p. $1.00. —This is a collection of eleven articles examining aspects of supervision in social work training and practice, all of which previously appeared in *Soc. Casewk* during the period 1950–53.—(L. B. Costin).

2590. **Beigel, Hugo G. Prevarication under hypnosis.** *J. clin. exper. Hypnosis*, 1953, **1** (3), 32–40. —A report on three counseling cases in which it was imperative to learn the truth or falsity of certain statements and acts attributed to the counselees and in which hypnotic procedures were employed to that end. Reactions and mechanisms of defence varied among the three cases, but a sufficient amount of similarity was shown to allow the author to draw some fairly generalized conclusions about hypnotic effects on the prevaricator.—(E. G. Aiken).

2591. **Bergeron, M., & Bonnet, D. A propos d'un essai d'utilisation des tests mentaux à l'hôpital psychiatrique.** (Concerning the use of mental tests in the psychiatric hospital.) *Encéphale*, 1953, **42**, 137–144.—This is a discussion of the place of psychology in French psychiatric hospitals. Various problems are briefly touched upon.—(M. L. Simmel).

2592. **Biestek, Felix P.** (Loyola, U., Chicago, Ill.) **The non-judgmental attitude.** *Soc. Casewk*, 1953, **34**, 235–239.—A definition of the non-judgmental attitude in casework is proposed and discussed. The definition contains the following propositions: (1) based on human right, (2) necessary for effective casework, (3) not indifferent to values, (4) a conviction of the caseworker, (5) contains thought and feeling elements, (6) transmitted to the client. Also briefly discussed is the relation of the non-judgmental attitude to these casework concepts: worker-client relationship, acceptance, individualization, and client self-determination.—(L. B. Costin).

2593. **Bonnet, Dominique.** (Hôpital psychiatrique, Villejuif, France.) **L'apprentissage d'un test de barrage; aspects significatifs des courbes obtenues chez des malades mentaux.** (Learning in a cancellation test; significant aspects of learning curves of mental patients.) *Encéphale*, 1953, **42**, 101–136. —5–20 repetitions of a cancellation test were administered to approximately 50 patients over 1–8 months periods, usually in groups of 4–15 patients at a time. Changes in speed and accuracy were measured and graphically represented. The author believes this test to have differential diagnostic and prognostic significance.—(M. L. Simmel).

2594. **Cottrell, Leonard S., Jr.** (Russell Sage Foundation, New York.), **et al. Research programs**

and projects in social work. New York: Family Service Association of America, 1953. 64 p. 90¢. —Ten papers dealing with aspects of research in social work are brought together in this publication. All of the articles previously appeared in *Soc. Casewk* during the period 1951-53.—(L. B. Costin).

2595. **Coyle, Grace Longwell. Social group work: an aspect of social work practice.** *J. soc. Issues,* 1952, **8** (2), 23-34.—Group work's special contribution to the converging streams of effort directed toward refining social skills includes a focus on the individual within the group and use of psychiatric concepts to attempt to understand his behavior; an experience with a variety of group forms and an interest in the processes of group interaction; and a social frame of reference which regards "...as essential and complementary both the growth and fulfillment of individuals and the creation of social change toward a more democratic society." The author stresses "...the need for more research, better practice and further training before we can make the contribution we would desire."—(H. H. McCord).

2596. **Curran, Frank J. (Chm.); Roth, William F., Jr.; Crutcher, Hester, B., Menger, Clara, & Gilbert, Ruth. Minimal professional requirements for staffs of rural and semirural clinics.** *Amer. J. Orthopsychiat.,* 1953, **23,** 552-569.—In discussing personnel standards for rural psychiatric clinics, the psychiatrist, the social worker, the psychologist, and the public health nurse each presented his point of view. In rural clinics much more administrative and public relations activity is demanded of the professional staff. A greater range of social and community interests is required, a special ability to get along with all kinds of people, and an independence so as to function without much supervision.—(R. E. Perl).

2597. **Gage, N. L.** (U. Illinois, Urbana.) **Explorations in the understanding of others.** *Stud. higher Educ., Purdue Univ.,* 1951, No. 79, 86-96. —Experimental evidence is focused around the hypothesis that "accuracy of the perception of group opinion correlates positively with effectiveness as a leader of the group." The author's view is that social perception is governed by motivation and "internal frames of reference," values and needs, which not only determine how others are seen but also determine how, or to what ends, these perceptions are utilized. Difficulties which clinicians have in diagnosing patients are discussed in terms of factors, such as ego-involvement, which influence the degree of accuracy with which one person is able to perceive the traits, and predict the behavior, of another. 15 references.—(A. E. Kuenzli).

2598. **Hanford, Jeanette.** (Family Service Bureau, United Charities, Chicago, Ill.) **The place of the family agency in marital counseling.** *Soc. Casewk,* 1953, **34,** 247-253.—The family service agency provides one means of help with marital difficulties. Its particular contribution in the area is discussed in relation to services of (1) the mental health field, (2) marriage counselors from professional disciplines other than social work or psychiatry, (3) related professions such as ministry, medicine, and law, and (4) public casework services.—(L. B. Costin).

2599. **Holzberg, Jules D.** (Connecticut State Hosp., Middletown.), **& Wexler, Murray. Psychological test methodology in psychiatric practice.** *Conn. St. med. J.,* 1953, **17,** 322-333.—Describes some of the psychological test methods currently being used to study psychiatric patients to provide some understanding for the general medical profession of the theory underlying these methods and to demonstrate their applications to actual case material. The measurement of intelligence and its deviations, the evaluation of personality, and the vocational rehabilitation of the psychiatric patient are discussed. —(A. J. Sprow).

2600. **Jenkins, Richard L.** (V.A. Central Off., Washington, D.C.) **Symptomatology and dynamics in diagnosis: a medical perspective.** *J. clin. Psychol.,* 1953, **9,** 149-150.—Some schools of psychology reject the relevance of formal diagnosis to therapy; others will accept only a dynamic as opposed to a symptomatic diagnosis. Dynamic diagnoses should be viewed with healthy skepticism; they "may tend to freeze the understanding—or the misunderstanding —of causation at its present level." Symptomatic diagnoses tend to be more fluid, less dogmatic in nature. It is possible that the degree of agreement between these two approaches may be a measure of the adequacy of our present theories.—(L. B. Heathers).

2601. **Lerner, Harry H. Methodological convergence and social action.** *J. soc. Issues,* 1952, **8** (2), 75-80.—"Examination... indicates that the distance between adult education and group work is gradually diminishing." Topics discussed include the interweaving of socio and psyche group processes, need for social action, convergence between group therapy and other methods and convergence between adult education and group work.—(H. H. McCord).

2602. **Melton, Richard Stanley. A comparison of clinical and actuarial methods of prediction with an assessment of the relative accuracy of different clinicians.** *Dissertation Abstr.,* 1953, **13,** 258-259.—Abstract of Ph.D. thesis, 1952, U. Minnesota. Microfilm of complete manuscript, 149 p., $1.86, University Microfilms, Ann Arbor, Mich., Publ. No. 4866.

2603. **Moore, Eleanor A.** (Family Service of New Haven, Conn.) **Casework skills in marriage counseling.** *Soc. Casewk,* 1953, **34,** 253-258.—With funds available through National Mental Health Act, a study was made of 25 marriage counseling cases in both 1949 and 1950. The study was focused on "the components of a satisfactory balance in the marriage." In slightly over half of the cases, one or both partners was given help in achieving increased self-understanding of his part in the marriage problems. Slightly less than half the cases were those where the primary difficulties stemmed from social pressures and where the casework treatment was directed towards helping the client improve his reality situation.—(L. B. Costin).

2604. **Neubauer, Peter B. The psychoanalyst's contribution to the family agency.** In Heiman, M., Psychoanalysis and social work, (see **28:** 2572), 109-123.—Psychoanalytic consultation in a social agency should be based on "(1) The diagnostic evaluation of the problem, (2) The outline of the treatment goal, (3) The selection of methods and techniques to achieve this goal." Discussed is the contribution of psychoanalysis to "family diagnosis" and to an agency approach based on an understanding

of "family dynamics." 17 references.—(L. B. Costin).

2605. **Rabin, Albert** (Michigan State Coll., E. Lansing.), **& Blair, Harry. The effects of alcohol on handwriting.** *J. clin. Psychol.*, 1953, **9**, 284–287.—"Forty adult male subjects consumed from 9–15 ounces of whiskey each. A comparison of handwriting samples obtained before and after the consumption of alcohol yielded significant differences. The subjects took more time, used more space and were less accurate in copying a sample paragraph and signing their names. Ten graphological signs proved to differentiate between the 'before' and 'after' alcohol samples with a high degree of confidence. No relationship between the incidence of the graphological signs and degree of alcohol concentration in the blood was found."—(L. B. Heathers).

2606. **Wittenborn, J. R., Holzberg, J. D., & Simon, B. Symptom correlates for descriptive diagnosis.** *Genet. Psychol. Monogr.*, 1953, **47**, 237–302.—This study is based on the notion that in psychiatric diagnosis a full description of the patient's symptoms "may be useful in deducing the nature of the individual's motives, evaluating the adequacy of his means for satisfying these motives, and deciding what approaches are most likely to prove feasible for the acquisition of new responses." A series of 55 symptom rating scales were used to collect information about groups of patients from different diagnostic categories. It was found on analysis that these symptoms tended to fall into nine different clusters which appear to be "clinically plausible" and which "resemble closely the well-known diagnostic stereotypes after which they were named."—(G. G. Thompson).

(See also abstracts 1949, 1953, 2241, 2745, 2825)

Diagnosis & Evaluation

2607. **Allen, Robert M.** (U. Miami, Coral Gables, Fla.) **Introduction to the Rorschach technique. Manual of administration and scoring.** New York: International Universities Press, 1953. 126 p. $3.00.—"The unique contribution of this Manual is the detailed presentation of the many steps that go into Rorschach Ink Blot Test administration, inquiry, and scoring." Designed for a one-semester course, problems of interpretation are specifically avoided. 53 references.—(H. P. David).

2608. **Allen, Robert M.** (U. Miami, Coral Gables, Fla.) **The M determinant and color in Rorschach's test.** *J. clin. Psychol.*, 1953, **9**, 198–199.—M responses of 25 college students were compared on the usual and on an achromatic series of Rorschach cards; the tests were given individually by the same examiner using an AB-BA order. The production of M responses appeared independent of the presence or absence of color. There was a rho of .86 between an S's M productivity on the two card series. The rank order of the cards in terms of M frequency was identical under the two conditions.—(L. B. Heathers).

2609. **Allen, Robert M., Ray, Charles D., & Poole, Robert C.** (U. Miami, Fla.) **The Levy Movement Test: suggestions for scoring and relationship to Rorschach movement responses.** *J. consult. Psychol.*, 1953, **17**, 195–198.—On the basis of findings reported in this study the authors reject the hypothesis that the Levy Movement Cards Test can be employed as a means of checking the Rorschach movement responses of a subject. Some comparisons of the LMC Test with the Rorschach are made, and the conclusion drawn that "much more work has to be done with the LMC Test before it may justifiably be employed as a check on Rorschach movement responsiveness."—(F. Costin).

2610. **Aloni, Amnon. Grafologia.** (Graphology, theory of writing and character of man.) Jerusalem: Rubin Mass Press, 1953. 187 p.—"The psychographological method is one of the good ways to recognize a man's traits" by army officers, managers, business men, etc. The book was written for practical purposes, and it is intended for general readers. Its content: Expression movements and history of psychographology, arguments against graphology, graphological signs, way to select friends, exercises in graphology, character and job, character of signature, list of psychological traits. 13 references.—(H. Ormian).

2611. **Armstrong, Renate G.** (East Moline (Ill.) State Hosp.) **A comparison of the Comprehension subtests of the Wechsler Bellevue Intelligence Scale, Forms I and II.** *J. clin. Psychol.*, 1953, **9**, 172–176.—Scores on the Comprehension subtest on the two forms of the W-B do not correlate highly. Form II emphasizes two-category responses more than does Form I. By revising the scoring of No. 5 of Form I and Nos. 4, 8, and 9 of Form II the difference between the scores on the two subtests was decreased though the correlation between them was raised only slightly. There were statistically significant differences between the original and revised scores, the revised scores being the higher.—(L. B. Heathers).

2612. **Beier, Ernst G.** (Syracuse U., N. Y.) **The effects of Rorschach interpretations on intellectual functioning of adjusted, questionably adjusted, and maladjusted subjects.** *J. proj. Tech.*, 1953, **17**, 66–69.—62 female *S*'s were divided into 3 adjustment classes according to their Rorschach data in order to answer 2 questions asked in this study: "(1) do variously adjusted individuals differ in intellectual functioning and (2) are variously adjusted individuals affected differently by a Rorschach interpretation?"—(S. Hutter).

2613. **Bell, Alice; Trosman, Harry, & Ross, Donald.** (U. Cincinnati, O.) **The use of projective techniques in the investigation of emotional aspects of general medical disorders: I. The Rorschach method.** *J. proj. Tech.*, 1952, **16**, 428–443.—A large volume of reports using the Rorschach test has been made in the field of general medical disorders with varying regard for experimental design. In order to facilitate comparison and to make their summaries of published general medical studies using Rorschach method data available for ready reference, the authors present abstracts of the literature in tabular form. Some positive and negative features of the experimental design of the material selected are presented. 63 references.—(S. Hutter).

2614. **Bell, Alice; Trosman, Harry, & Ross, Donald.** (U. Cincinnati, O.) **The use of projective techniques in the investigation of emotional aspects of general medical disorders: Part II. Other projective techniques and suggestions for experimental design.** *J.*

proj. Tech., 1953, **17**, 51–60.—Studies of projective techniques other than the Rorschach method which have been used in investigations of general medical disorders are discussed. Included are studies which employed the TAT, the Figure Drawing Test, Graphology, the Rosenzweig Picture Frustration Test, the Mosaic Test, Cattell's Miniature Situation Test, the Blacky Pictures, the Psychosomatic Sentence Completion Test, and other techniques such as the Despert Fables, the MAPS Test, and the Gamin Test. The authors also present "Suggestions for Experimental Design." 42 references.—(S. Hutter).

2615. **Berg, Irwin A.** (Northwestern U., Evanston, Ill.) **The reliability of extreme position response sets in two tests.** *J. Psychol.*, 1953, **36**, 3–9.—Two groups, of 95 and 22, were given two tests: a Perceptual (nonverbal) Reaction Test and a Word Reaction Test, with only "like much" and "dislike much" responses used. Retests were given the first group after 15 days, the second after 7. The extreme position responses were found consistent in both test and retest. The author suggests this may be taken as a possible generalized personality trait. —(R. W. Husband).

2616. **Berkowitz, Martin** (VA Hospital, Newington, Conn.), & **Levine, Jacob. Rorschach scoring categories as diagnostic "signs."** *J. consult. Psychol.*, 1953, **17**, 110–112.—A group of 25 neurotic patients was compared with 25 psychotics with respect to certain scoring categories on the Rorschach ("signs"). Only one of the nine "signs" commonly found to differentiate neurotics was found to be statistically different for the 2 groups. Two other categories, F+ %, and number of Populars, did differentiate the two groups.—(F. Costin).

2617. **Bills, Robert E.** (U. Kentucky, Lexington.) **A comparison of scores on the Index of Adjustment and Values with behavior in level-of-aspiration tasks.** *J. consult. Psychol.*, 1953, **17**, 206–212.—30 volunteer, female subjects were tested with the Index of Adjustment and Values and 5 level-of-aspiration tasks. It was concluded that Index scores were, to a low degree, related to level of aspiration, as measured by the experimental tasks, that the variability of the level of aspiration set by groups selected by the Index was significantly different, and that acceptance of self shown by the Index was significantly related to attitude toward performance, direction of expressed attitude toward performance, estimate of performance, and recall of performance.—(F. Costin).

2618. **Bills, Robert E.** (U. Kentucky, Lexington.) **A validation of changes in scores on the Index of Adjustment and Values as measures of changes in emotionality.** *J. consult. Psychol.*, 1953, **17**, 135–138.—50 students were tested with the Index of Adjustment and Values and a free association test which used Index traits as stimulus words. 14 weeks later subjects were retested with both instruments. The test-retest data, the author concludes, indicate that "changes in trait ratings from test to retest are accompanied by changes in the emotionality of the traits for the subjects and that ratings on the Index ... are valid measures of changes in emotionality." —(F. Costin).

2619. **Botwinick, Jack.** (Baltimore (Md.) City Hosp.) **Wechsler-Bellevue split-half subtest reliabilities: differences in age and mental status.** *J. consult. Psychol.*, 1953, **17**, 225–228.—Split-half reliability coefficients for each subtest of the Wechsler Scale were compared between "normal" groups of different age and between the groups of the same age but different mental status. The only difference in reliability coefficient for age comparisons (at the 1% level) was found for the Picture Completion subtest. "The coefficients of reliability and the standard errors of measurements, in general, were found to be too indicative of error to warrant confidence in making diagnostic evaluations by pattern analysis from scores on individual subtests."—(F. Costin).

2620. **Bradway, Katherine, & Heisler, Verda.** (Stanford U., Calif.) **The relation between diagnoses and certain types of extreme deviations and content on the Rorschach.** *J. proj. Tech.*, 1953, **17**, 70–74. —This study was designed to answer the question: "Are there deviant factors on the Rorschach whose presence may be accepted as a statistically reliable indicator or contra-indicator of any diagnosis?" The study is based upon the Rorschachs of 100 *S*'s, 42 men and 58 women, ranging in age from 17 to 74 years with a median of 33. The limitations of the study are discussed and conclusions presented. —(S. Hutter).

2621. **Camp, N. Harry, Jr.** (Bucknell U., Lewisburg, Pa.) **Recorded interviews in counselor training.** *Education*, 1953, **73**, 477–482.—Methods used advantageously in counselor-training programs include: (1) reading and recitation, (2) lecture by the instructor, (3) laboratory, (4) workshop, (5) field trips (including observation of counselors at work), (6) projects, (7) role playing and psychodrama, (8) individual discussion, (9) trainee analysis of self, (10) use of sound moving pictures, (11) use of observation rooms or booths to evaluate trainee performance, (12) use of machines to record trainee interviews of the interviewee, (13) use of recorded interviews as a teaching device, (14) internship and field experience in counseling.—(S. M. Amatora).

2622. **Cole, David.** (Occidental Coll., Los Angeles, Calif.) **Communication and rapport in clinical testing.** *J. consult. Psychol.*, 1953, **17**, 132–134. —Understanding how to communicate, as derived from the fields of counseling and psychotherapy, is applied to the problem of "rapport" in psychological testing. The author describes an approach which emphasizes "respect for the person being tested and a recognition of the fact that his feelings are genuine and enter into the testing situation." He feels that the use of this approach by his students in testing courses has resulted in their gaining more "good rapport" than from other methods.—(F. Costin).

2623. **David, Henry P.** (U. Pittsburgh, Pa.), **Orne, Martin, & Rabinowitz, William. Qualitative and quantitative Szondi diagnosis.** *J. proj. Tech.*, 1953, **17**, 75–78.—"The Szondi Test was individually administered six times to each of 100 overt homosexuals and 100 idiopathic epileptics. The two groups could not be differentiated on the basis of most of the diagnostic signs postulated by Deri and Szondi. When the individual test profiles were coded and submitted for blind diagnosis, it was possible to distinguish between the groups to a significant degree. The implications of conflicting results arising from quantitative and qualitative analysis of identical data were discussed."—(S. Hutter).

2624. **Deutsch, Cynthia P.** (Hofstra Coll., Hempstead, N.Y.) **The validity of mental testing.** In Wortis, J., Basic problems in psychiatry, (see 28: 2849), 107–125.—Difficulties are found in the interpretation of intelligence tests, because of applications to persons not included in standardization groups, such as organics and emotionally disturbed patients, and because of assumptions of only possible validity, such as the normal distribution of intelligence. Better analysis of higher thought processes is needed.—(W. L. Wilkins).

2625. **DeVos, George.** (Elgin State Hosp., Ill.) **A quantitative approach to affective symbolism in Rorschach responses.** *J. proj. Tech.*, 1952, **16**, 133–150.—"A classification system for inferences concerning affective symbolism in Rorschach content was devised so as to quantify and make explicit these inferences. The purpose of this system was to make controlled comparison between groups possible in this area."—(S. Hutter).

2626. **Dörken, Herbert, Jr.** (Verdun Protestant Hosp., Montreal, Que., Canada.) **The Mosaic test: review.** *J. proj. Tech.*, 1952, **16**, 287–296.—"An attempt has been made to review the available literature on the Mosaic test and to amalgamate the reported findings in such manner as to bring into focus, the promising aspects as well as the limitations of this test. In short, it would appear admirably suited to the study of psychotic disorders." 17 of the 21 references deal directly with the Mosaic test.—(S. Hutter).

2627. **Ellis, Albert. The Blacky Test used with a psychoanalytic patient.** *J. clin. Psychol.*, 1953, **9**, 167–172.—Comparisons were made between the ratings of 22 psychologists, the author of the test, a patient, and her therapist of the protocol of a Blacky Test. On the basis of data from this one case it is concluded that the test yields good inter-rater reliability but does not yield valid personality assessment.—(L. B. Heathers).

2628. **Eriksen, Charles W., & Eisenstein, Donald.** (Johns Hopkins U., Baltimore, Md.) **Personality rigidity and the Rorschach.** *J. Pers.*, 1953, **21**, 386–391.—"The present study has investigated the relation between rigidity of performance on several independent tasks and a derived Rorschach measure of rigidity. It was found that the tendency to reject indicated Rorschach concepts was inversely related to the number of hypotheses *S*'s would offer to an ambiguous stimulus and directly related to inability to free one's performance from perceptual-cognitive sets. No significant relation was found between the Rorschach measure of rigidity and ethnic prejudice." —(M. O. Wilson).

2629. **Feather, Don B.** (U. Michigan, Ann Arbor.) **An exploratory study in the use of figure drawings in a group situation.** *J. soc. Psychol.*, 1953, **37**, 163–170.—The picture records of 175 college students checked against certain criteria of adjustment showed that "the drawing of the human figure does give meaningful information about an individual even when the drawing is done in a group situation." Further research may prove such drawings "to be a rapid method of screening college students to pick out the ones who are experiencing difficulties or who may be in need of referral to a counseling center for individual consultation."—(J. C. Franklin).

2630. **Flum, Y. L'beker mivhan hahashlaha "mozaika."** (Examining the "mosaic" projective test.) *M'gamot*, 1951/52, **3**, 354–371.—239 persons, almost all 14–17 years old, were examined in the Vocational Guidance Centre of the "Working Youth" in Jerusalem by means of Loewenfeld's Mosaic Test. The test was administrated, whereby additional data were necessary. 19 reexaminations gave the same results. All results were interpreted according to content, colour, way of arranging the designs, and their relation to results achieved by other technics (testing, interviews, introspection, questionnaire). The content was concrete, symbolic, abstract, or unorganized; no correlation was found between content and IQ measured by Cornell Cox or Wechsler, but it exists between content and interest. Choosing colours was interpreted, similarly as in Rorschach interpretation, as expressing emotions. Arranged designs were interpreted as closed, dispersed or unjoint.—(H. Ormian).

2631. **Forer, B. R., Farberow, N. L., Meyer, M. M., & Tolman, R. S.** (VA Mental Hygiene Clinic, Los Angeles, Calif.) **Consistency and agreement in the judgment of Rorschach signs.** *J. proj. Tech.*, 1952, **16**, 346–351.—"A series of 42 Rorschach protocols from neurotic, epileptic, and brain-injured patients were studied individually by four clinical psychologists who judged the presence or absence of 20 objective and 16 subjective Rorschach signs. The first 15 protocols were re-examined by the same clinicians after the second group of 15 cases had been judged. A final group of 12 cases were then examined. . . . Measures of reliability and inter-rater agreement were computed in terms of percentages for the signs and for the diagnostic inferences. Percentage measures of interrater agreement and self-agreement were computed for each clinician as well."—(S. Hutter).

2632. **Franchini, Carlo. Fonction et valeur du test de Rorschach dans la pratique de la clinique psychiatrique.** (Function and value of the test of Rorschach in the practice of clinical psychiatry.) *Neurone*, 1953, **1**, 123–127.—A general analysis of Rorschach in psychiatric practice is presented. In Italy, the use of Rorschach in psychiatry began to be recognized only after 1945. The author considers this test as a useful supplementary tool for psychiatric diagnosis, but denies its value as a blind diagnostic tool. General references to various researches concerning the use of Rorschach are also made. English and Italian summaries.—(A. Manoil).

2633. **Gilberstadt, Harold. An exploratory investigation of the Hathaway-Meehl method of Minnesota Multiphasic Personality Inventory profile analysis with psychiatric clinical data.** *Dissertation Abstr.*, 1953, **13**, 256–257.—Abstract of Ph.D. thesis, 1952, U. Minnesota. Microfilm of complete manuscript, 94 p., $1.18, University Microfilms, Ann Arbor, Mich., Publ. No. 4853.

2634. **Gregory, W. Edgar.** (College of the Pacific, Stockton, Calif.) **Life is therapeutic.** *Ment. Hyg., N.Y.*, 1953, **37**, 259–264.—The author is of the opinion that "any mild personality problem will disappear if the individual is put in a situation in which he receives some recognition." This thesis is supported by brief case studies. Vocational placement and education are held to be important in securing comfortable adaptation to life provided ad-

ministrative contacts that are necessary for the individual are either favorable or held to a minimum. —(M. A. Seidenfeld).

2635. **Halpern, Florence. A clinical approach to children's Rorschachs.** New York: Grune & Stratton, 1953. xiii, 270 p. $6.00.—In an attempt to communicate her clinical approach to the interpretation of children's Rorschach records, the author discusses underlying theoretical concepts, techniques of administration and scoring, stimulus qualities of each card, and the manner in which basic personality constellations may be reflected in the test protocols. The bulk of the volume deals with 40 separate test records, ranging from age 2.5 to 10, and covering the well adjusted child, schizophrenia, organic disorders, and mental retardation. 72-item bibliography.—(H. P. David).

2636. **Harmon, Lindsey Richard. Inter-relations of patterns on the Kuder Preference Record and the Minnesota Multiphasic Personality Inventory.** *Dissertation Abstr.*, 1953, **13**, 257–258.—Abstract of Ph.D. thesis, 1952, U. Minnesota. Microfilm of complete manuscript, 95 p., $1.19, University Microfilms, Ann Arbor, Mich., Publ. No. 4857.

2637. **Heron, Alastair. Old wine in a new bottle: a new method of presenting a psychiatric questionnaire.** *Bull. Brit. psychol. Soc.*, 1953, **20** (Inset), 15.—Abstract.

2638. **Holland, Glen A.** (U. California, Los Angeles.) **A comparison of the WISC and Stanford-Binet IQ's of normal children.** *J. consult. Psychol.*, 1953, **17**, 147–152.—As a result of a statistical analysis of obtained IQ's of subjects given both the WISC and the Stanford-Binet, the author's findings fail to support many of the trends reported in earlier studies of the WISC. Areas of agreement of present findings with other studies are also indicated.—(F. Costin).

2639. **Hovey, H. Birnet.** (VA Hospital, Ft. Douglas Station, Salt Lake City, Utah.) **MMPI profiles and personality characteristics.** *J. consult Psychol.*, 1953, **17**, 142–146.—The personality characteristics of student nurses, as determined by their supervisors through rating scales, were studied to see if they had any relationship to the same nurses' MMPI profiles. Results: "Impromptu notes made by supervisors showed more significant relationships with MMPI scale scores than did ratings made on the rating scales.... Individual scores on most scales showed up as more meaningful than general elevation of profile. Some traits of positive value as well as ones of negative value were found to be associated with elevations of various scales, and some negative traits were related to low scale scores."—(F. Costin).

2640. **Jolles, Isaac, & Beck, Harry S. A study of the validity of some hypotheses for the qualitative interpretation of the H-T-P for children of elementary school age: III. Horizontal placement.** *J. clin. Psychol.*, 1953, **9**, 161–164.—H-T-P drawings of 2083 children described elsewhere were analyzed relevant to the horizontal placement of the drawings on a page. Although the center of the drawings tended to be slightly to the left of the center of the page, the degree of displacement varied with age and with the figure drawn and showed, especially for the House, considerable variability at all ages. Sex differences in figure placement were not significant.—(L. B. Heathers).

2641. **Jolles, Isaac, & Beck, Harry S. A study of the validity of some hypotheses for the qualitative interpretation of the H-T-P for children of elementary school age: IV. Vertical placement.** *J. clin. Psychol.*, 1953, **9**, 164–167.—The vertical placement of H-T-P drawings was studied on a sample of children aged 5 through 12 described elsewhere. For this age group the House was placed highest, the Person lowest on the page. Drawings were not generally placed above the geometric center of the page though there was a trend in this direction as age increased. Girls tended to place drawings somewhat higher than boys.—(L. B. Heathers).

2642. **Katz, Rosa. Ein Beitrag zur Persönlichkeits- und Milieudiagnose des Kindes.** (A contribution to the diagnosis of the child's personality and milieu.) *Schweiz. Z. Psychol. Anwend.*, 1953, **12**, 110–124.—Pre-school children, backward children, and some who can already read and write were asked to invite a foreign child who is supposed to speak a different language. The letters will therefore have to consist of four pictures which are to express the contents of four sentences: "Come to me. We are a large family. Stay with me. I love you." The ability of the children with writing ability is related to age and intelligence. Backward children achieve the equivalent of younger and normal children. Pictorial letters of this sort provide valuable insights into the personalities and social contacts of children. English and French summaries.—(K. F. Muenzinger).

2643. **Kinget, G. Marian. Personality assessment.** *Int. House Quart.*, 1953, **17**(2), 69–76.—A description of the use and need for "projective techniques" and the author's work with one of these, The Drawing Completion Test. The test blank was originated by Dr. Ehrig Wartegg of Germany and is reproduced here along with the drawings of a Dutch, Belgian, American and Canadian subject, including the author's interpretation of each. The test is seen as "most useful because of its high diagnostic value, its practical qualities and the directness of its picture-language" in a broad program of "better integration of the world through the development of knowledge about the basic make-up of peoples of long standing racial, cultural or historical differences."—(D. J. Wack).

2644. **Klatskin, Ethelyn Henry.** (Yale U., New Haven, Conn.) **An analysis of the effect of the test situation upon the Rorschach record: formal scoring characteristics.** *J. proj. Tech.*, 1952, **16**, 193–199. —"In determining the extent to which the Rorschach is affected by the testing situation, one is faced with determining whether certain aspects of the test are more sensitive than others to concomitant shifts in the subject's behavior. From what little data is available, it would appear that when the subject is in a stress situation, the color and texture determinants and content are more susceptible than other aspects of his record to such influence." 38 references. —(S. Hutter).

2645. **Landisberg, Selma.** (Lenox Hill Hosp., New York.) **Relationship of the Rorschach to the H-T-P.** *J. clin. Psychol.*, 1953, **9**, 179–183.—The author discusses the responses on the H-T-P which, from her clinical experience, appear analagous to given responses on the Rorschach.—(L. B. Heathers).

2646. **Lazarus, Richard S.** (Johns Hopkins U., Baltimore, Md.) **Ambiguity and nonambiguity in**

projective testing. *J. abnorm. soc. Psychol.*, 1953, **48**, 443–445.—"... To depend upon only the most ambiguous kinds of stimuli in projective procedures results in uncertainty as to when an interpretation is avoided because of repressive defenses and when it is ignored because of lack of tension... For any particular need variable ... the use of a well-worked-out stimulus dimension of ambiguity could lead to the more accurate specification of the strength of a need and the nature of the ego-defense process."—(L. N. Solomon).

2647. **Le Beau, Jacques, & Petrie, Asenath. Étude psychologique des changements de la personnalité produits par certaines opérations frontales sélectives.** (Psychological study of personality changes produced by certain selected frontal operations.) *Rev. Psychol. appl.*, 1953, **3**, 1–16.—A battery of psychological tests given before and after prefrontal operations is analyzed to study the changes. The changes were found to correspond fairly well with those found by English investigators. The main differences being: (1) in the extent of these changes; those found in this study were less extensive than in England, however, the operations performed were also less extensive than their English counterpart; and (2) no loss was apparent between pre- and post-operative intellectual tests. A brief discussion of the psychological tests used in the study is given along with a table showing distribution statistics of test scores.—(G. Besnard).

2648. **Lehner, George F. J., & Gunderson, Erick K.** (U. California, Los Angeles.) **Height relationships on the Draw-a-Person test.** *J. Pers.*, 1953, **21**, 392–399.—"The DAP Test was employed to investigate the influence of sex and age of subjects on the height of the figures drawn. Results indicate that these two factors together produce significant variations in height, resulting in a decrease in height of figure drawn beyond age of 30 for men and beyond the age of 40 for women. Normative data on the height variable for different age groups is provided for both men and women subjects."—(M. O. Wilson).

2649. **Levi, Joseph, & Kraemer, Doris.** (Jewish Child Care Ass., Essex Co., Newark, N.J.) **Significance of a preponderance of human movement responses on the Rorschach in children below age ten.** *J. proj. Tech.*, 1952, **16**, 361–365.—"The findings in this study indicate that, even with disturbed children, human movement responses are scarce, averaging less than one up to the ten year level. A special group of children do produce a preponderance of M responses."—(S. Hutter).

2650. **Lindgren, Henry Clay** (San Francisco (Calif.) State Coll.), **& Robinson, Jacqueline. An evaluation of Dymond's Test of Insight and Empathy.** *J. consult. Psychol.*, 1953, **17**, 172–176.—To produce an instrument useful for selection purposes, the authors developed a test which was a minor modification of Dymond's Insight and Empathy tests. Some of Dymond's findings were confirmed, but the authors conclude that their instrument was not sufficiently reliable for predictive purposes. The validity of their method is also questioned; therefore the present revision of Dymond's test is not considered to be an adequate measure of insight or empathy.—(F. Costin).

2651. **Lowenfeld, Margaret. The Lowenfeld Mosaic test.** *J. proj. Tech.*, 1952, **16**, 200–202.—The origin of the Lowenfeld Mosaic test and some post-war developments concerning it are discussed briefly. Instructions for the administration of this test are presented.—(S. Hutter).

2652. **McNeil, Elton B., & Blum, Gerald S.** (U. Michigan, Ann Arbor.) **Handwriting and psychosexual dimensions of personality.** *J. proj. Tech.*, 1952, **16**, 476–484.—A survey of methodology in a number of previous experiments in the area of handwriting and personality is presented in tabular form. The analysis revealed a number of weaknesses in these experiments. "The present study, undertaken with these defects in mind, sought to relate scores on psychosexual dimensions of personality, obtained from 119 undergraduate male Blacky Pictures protocols, to ratings on 16 classical graphology signs and an overall sign of 'atypicality'.... The results provided a number of statistically significant relationships between Blacky scores and handwriting variables." 19 references.—(S. Hutter).

2653. **McNemar, Quinn.** (Stanford U., Calif.) **Note on Elwood's study of IQ changes.** *J. consult. Psychol.*, 1953, **17**, 153.—Criticizes some of Elwood's conclusions (see **27**: 5233), concerning corrections for IQ variability on the Stanford-Binet.—(F. Costin).

2654. **Mainord, Florence B.** (State Coll. Washington, Pullman.) **A note on the use of figure drawings in the diagnosis of sexual inversion.** *J. clin. Psychol.*, 1953, **9**, 188–189.—The Draw-a-Person test was given to 307 college students as a group test and to 269 unselected mental hospital patients as an individual test. In both groups men tended to draw the self-sex figure first (95% and 82%, respectively); the trend to draw self-sex figures first was less pronounced for the women (57% and 61%, respectively). It is suggested that the frequency of opposite-sex figures drawn first by women is related to our "predominantly androcentric" society.—(L. B. Heathers).

2655. **Maury, M. Le Passalong.** (The Passalong test.) *BINOP*, 1953, **9**, 106–114.—A discussion of the Passalong Performance Test on the basis of an experiment where the test was administered to 557 French boys and girls (age: 14–15). Slight modifications in the mode of presentation and further standardization are recommended.—(G. Dufresne).

2656. **Meltzoff, Julian; Singer, Jerome L., & Korchin, Sheldon J. Motor inhibition and Rorschach movement responses: a test of the sensory-tonic theory.** *J. Pers.*, 1953, **21**, 400–410.—The following hypotheses were tested and generally confirmed. (1) Voluntary inhibition of motor activity should be a direct relationship between inhibition of motor activity and the production of M. (2) There should be a direct relationship between inhibition of motor activity and the production of M. 16 references. —(M. O. Wilson).

2657. **Meyer, Bill T., & Lucero, Rubel J.** (Fergus Falls (Minn.) State Hosp.) **A validation study of the L-M Fergus Falls Behavior Rating Scale.** *J. clin. Psychol.*, 1953, **9**, 192–195.—All patients in a small state hospital were rated on the L-M Fergus Falls Behavior Rating Scale. Ratings on each patient were made by two aides or nurses. Ratings that disagreed by three or more points were considered invalid and were discarded from the study. It was found that the sex of the rater did not influence the ratings. Average scores improved as the level of the ward im-

proved; there was little over-lap between the scores obtained by patients on the most differing wards, i.e., the convalescent-worker and regressed wards.—(L. B. Heathers).

2658. **Miller, Daniel R.** (U. Michigan, Ann Arbor.) **Prediction of behavior by means of the Rorschach test.** *J. abnorm. soc. Psychol.*, 1953, **48**, 367–375.—Conceiving the Rorschach protocol as the record of an interpersonal relationship, the following are singled out as predictive variables: setting, task, examiner's social stimulus value, examiner's character structure, subject's character structure, and relationship between examiner and subject. These are discussed and some suggestions to the practicing clinician are presented. 59 references.—(L. N. Solomon).

2659. **Mitchell, Mildred B.** (VA Center, Dayton, Ohio.) **Preferences for Rorschach cards.** *J. proj. Tech.*, 1952, **16**, 203–211.—"Two hundred mental hygiene clinic patients, 27 hospitalized mental patients and 42 non-patients selected the Rorschach cards they Liked Best and Least and gave their reasons. While there is a good deal of overlapping among the three groups, there seem to be some quantitative differences in their choices and the reasons for their choices. All groups showed a preference for Card X, but only the neurotic group also found Card X difficult because of the scattered pattern." The author believes that "A further follow-up study is necessary to determine the *prognostic* value of the preferences."—(S. Hutter).

2660. **Mittenecker, Erich. Perseveration und Persönlichkeit.** (Perseveration and personality.) *Z. exp. angewand. Psychol.*, 1953, **1**, 5–31.—A new method for measuring perseveration is developed, applicable to spoken or written language 500–1000 syllables in length. The number of repetitions of words and parts of words (W), the number of repeated syllables (S), the frequency distribution between a word and its repetition, and the median of the intervals (Z), are calculated. Analysis of productions of 36 cyclothyme and schizothyme normals, 21 psychotics, and 12 famous poets was made. The expected differences between groups in respect to W, S, and Z proved the validity of the method. In a parallel situation with number repetitions 0–9, there were fewer short intervals in the distribution than of repetitions of numbers in a true random sample. English and French summaries.—(W. Schwarz).

2661. **Ortar, Gina. Torat hamivhanim hapsihologiyim.** (Mental tests.) Jerusalem: Szold Foundation for Child and Youth Welfare, 1952. viii, 192 p.—"Testology... plays to-day an important rôle in psychology, psychiatry, social work, vocational guidance and education, being a tool to study *objectively* the man, his properties and abilities." Thus, the book gives "in Hebrew a general guide into methods of testology." The main chapters are: Meaning of intelligence, intelligence tests (kinds and most important batteries), aptitude tests, ways to study personality (typology, characterology, interview, psychometrics, projective tests), using tests, statistics, administrating tests. Not being intended for professional psychologists, the book explains broadly basic testological concepts and approaches (including the newest ones). The described material is first of all American. 153-item bibliography.—(H. Ormian).

2662. **Ortar, G. Yitsuv mivhan Wechsler liladim b'Israel.** (Standardizing Wechsler's test for children in Israel.) *M'gamot*, 1952/53, **4**, 87–100.—The main aim was to study differences in intelligence between children born in Israel and abroad. As preliminary work, Wechsler's test was standardized. Pupils of 7th grade in Jerusalem were examined. The content and text of some test items were changed, to near them to the concepts of Israel children, as well as norms were changed. Israel children are superior to the American ones in general knowledge and arithmetic, but they are inferior in practical intelligence as measured by means of performance tests.—(H. Ormian).

2663. **Papavassiliou, I. Th. The validity of the Goodenough Draw-A-Man Test in Greece.** *J. educ. Psychol.*, 1953, **44**, 244–248.—Scores of the Goodenough Draw-A-Man Test administered to 290 pupils in the first and second grades of public schools in Athens correlated .70 with the Terman-Sakellariou, but tended to be lower than the latter. The Draw-A-Man Test appears to be generally suitable for Greek children but some modification of the scoring system and possibly separate scales for boys and girls may be required.—(E. B. Mallory).

2664. **Patterson, Cecil H.** (VA Center, Fort Snelling, St. Paul, Minn.) **The Wechsler-Bellevue Scales; a guide for counselors.** Springfield, Ill.: Chas. C. Thomas, 1953. viii, 146 p. $3.75.—The preface of this monograph describes it as a revision and expansion of 1948 material mimeographed by the Veterans Administration Office in Minneapolis. Presents summarized information from studies published elsewhere relating to use of Wechsler scales in counseling. Describes use of scatter analysis (in clinical diagnosis of pathological conditions), measurement of mental deterioration and measurement of vocational aptitudes. One chapter is devoted to various efforts to abbreviate the Wechsler-Bellevue scales. 250-item bibliography.—(J. F. Kamman).

2665. **Peek, Roland M. Directionality of lines in the Bender-Gestalt Test.** *J. consult. Psychol.*, 1953, **17**, 213–216.—Comparisons were made between 75 randomly selected neuropsychiatric patients and 75 patients from the same population who were known to have drawn the diagonal projection on Figure 5 of the B-G toward the inverted half-circle of dots, rather than in the popular manner, i.e., outwardly from the half-circle. Overt behavior and traits of the patient and certain personal-history items as described in the discharge summary were the variables compared in the two groups. On the basis of significant differences for 36 variables, the investigator concludes that "the order and directionality used in drawing parts of the B-G figures be included in data derived by testing with that instrument."—(F. Costin).

2666. **Phillips, Leslie.** (Worcester State Hosp., Mass.), **& Smith, Joseph G. Rorschach interpretation: advanced technique.** New York: Grune & Stratton, 1953. xi, 385 p. $8.75.—This book which is intended primarily as a practical clinical reference consists of 11 chapters: Location choice; Form level; The color response; The movement response; Brilliance, texture, vista and achromatic color responses; Content analysis; Attitudes, role playing and life thema; The concept of shock; Sequence analysis; A method of interpretation; Case analysis. Content

classes for scoring form accuracy, summary of blot structure requirements for F+ scoring for all content categories, and tables of form level are included in appendix. Chapter bibliographies.—(S. Hutter).

2667. **Reichenberg-Hackett, Wally.** (Duke U., Durham, N. C.) **Changes in Goodenough Drawings after a gratifying experience.** *Amer. J. Orthopsychiat.*, 1953, **23**, 501–517.—The effect was studied of a gratifying experience upon the nature and organization of children's mental processes as these are demonstrated in the Goodenough drawing test. 106 children, ages 9 to 11, and 100 controls were tested. The results show that positively toned affective states influence the work of children in the direction of higher achievement. Improvement after a gratifying experience seems to be based on improvement in ability to apply knowledge and skill acquired in previous learning situations and improvement in the ability to deal effectively with the simple concrete task requiring mental organization. In the discussion, Esther Katz Rosen remarks that studies like these provide evidence of the importance of ego involvement (satisfaction) in the education of our children.—(R. E. Perl).

2668. **Reuming, H., & Rosen, J. Temperament assessment by observation of behavior in test situations.** *Bull. Nat. Inst. pers. Res., Johannesburg*, 1952, **4**, 91–109.—Two preliminary studies were conducted to determine the reliability of assessing temperament as evidenced by testee behavior while taking aptitude tests and as demonstrated by Rorschach test results. Three observers' temperament ratings based on the Heymans-Wiersma Temperament Scheme showed only "some agreement." More rater training was indicated. Assessment of behavior while taking the Rorschach test, as well as analysis of Rorschach scores for temperamental qualities, was the basis for judgments based on the Heymans-Wiersma Temperament Scale. Rater agreement showed that "function" ratings are particularly satisfactory; "activity" ratings reliable; while "emotionality" ratings appeared to lack reliability. 15 references.—(B. Sless).

2669. **Rosen, Albert.** (VA Hosp., Minneapolis, Minn.) **Test-retest stability of MMPI scales for a psychiatric population.** *J. consult. Psychol.*, 1953, **17**, 217–221.—"A group of 40 male, veteran, psychiatric hospital patients were administered the individual form of the MMPI on an average of 3 days after admission to the hospital and again on an average of 4 days after the initial test. For clinical scales in common use, test-retest stability coefficients are almost all between .80 and .88. There is an over-all tendency for reduction in MMPI scale scores and increase in defensiveness during the first few days of hospitalization before much, if any, formal therapy has been initiated."—(F. Costin).

2670. **Sanders, Richard, & Cleveland, Sidney E. The relationship between certain examiner personality variables and subjects' Rorschach scores.** *J. proj. Tech.*, 1953, **17**, 34–50.—9 male, graduate students in psychology, unsophisticated in reference to projective tests, were trained in the administration of the Rorschach test. Following this each examiner administered 30 Rorschach tests to randomly assigned male, college sophomores. 2 experienced clinical psychologists then scored the records blindly and independently. "The findings of the present study indicate that the personality of the examiner is significantly related to the type of Rorschach protocol which he obtains when his technique has been standardized and his subjects have been selected at random from a pool of normal students."—(S. Hutter).

2671. **Sarason, Seymour B., & Gordon, Edward M.** (Yale U., New Haven, Conn.) **The test anxiety questionnaire: scoring norms.** *J. abnorm. soc. Psychol.*, 1953, **48**, 447–448.—Points between which median scores for each question (on the test anxiety questionnaire) fell in two successive samples are presented as tentative normative values.—(L. N. Solomon).

2672. **Sargent, Helen D.** (Menninger Foundation, Topeka, Kans.) **The Insight Test; a verbal projective test for personality study.** New York: Grune & Stratton, 1953. xii, 276 p. $6.75.—"The Insight Test is composed of a series of items called armatures in which bare outlines of a problem situation are stated, and to which the subject is asked to respond by telling what the leading character did, and why, and how he felt about it." The nature of this individual or group test, written or orally administered verbal projective technique, is considered in terms of the present status of personality theory and clinical research. Analysis of test responses is based upon empirically developed categories, discussed in detail with 21 illustrative protocols, ranging over varied clinical entities. Scoring norms are still tentative, pending further study. 69 references. (H. P. David).

2673. **Scherer, I. W., Winne, J. F., Page, H. A., & Lipton, H.** (V.A. Hosp., Northampton, Mass.) **An analysis of patient-examiner interaction with the Szondi pictures.** *J. proj. Tech.*, 1952, **16**, 225–237. —"The experiments reported ... are attempts to answer ... the following questions: (a) Is there a change and what is the nature of the change in projective test results obtained under conditions of individual and group administration? (b) Is the day to day variation of test results obtained from patients in individual test situations, or from examiners in self-administered tests, more than would be expected from the operation of chance factors alone? (c) When administrative procedures are carefully controlled, what characteristics in examiners seem to make for changes in patients' test protocols, and vice versa? (d) What light can be thrown on issues of validity of the Szondi technique?" Conclusions are presented. —(S. Hutter).

2674. **Seeman, William.** (Mayo Clinic, Rochester, Minn.) **Concept of "subtlety" in structured psychiatric and personality tests: an experimental approach.** *J. abnorm. soc. Psychol.*, 1953, **48**, 239–247. —"The primary question to be answered by the results of this experimental treatment is whether, after a quarter of study of the MMPI, the items designated as subtle maintain their subtlety." It is demonstrated that those items designated as subtle not only behave in a discriminably different fashion on the occasion of their initial presentation, but that this difference is manifested after the students are given additional instruction, virtually one full quarter, which consisted of lectures on the structure of the MMPI.—(L. N. Solomon).

2675. **Shatin, Leo.** (Brooklyn Veterans Hosp., N. Y.) **Rorschach adjustment and the Thematic Apper-**

ception Test. *J. proj. Tech.*, 1953, **17**, 92–101.—"The adjustive significance of 40 TAT scoring variables was investigated. A Rorschach criterion of adjustment, the Rorschach Adjustment Index (RAI), was utilized. This was derived from clinical judgment, authoritative Rorschach opinion, and published quantitative signs which had been empirically validated .... This study has indicated a number of clearly defined and quantifiable TAT variables which relate to Rorschach adjustment, and has emphasized the feasibility of an objective TAT index of adjustment." 22 references.—(S. Hutter).

2676. **Shneidman, Edwin S.** (VA Neuropsychiatric Hosp., Los Angeles, Calif.) **The case of Jay: psychological test and anamnestic data.** *J. proj. Tech.*, 1952, **16**, 297–345.—This article presents the psychological test data, medical history, and anamnesis for Jay, a 32 year old, white, Protestant male. "The tests and the days on which they were administered are as follows: on the first day, the ten cards of the TAT, the Sentence Completion, and the MMPI; on the second day, eight more TAT cards, the Four Picture Test, the MAPS, the Mosaic, Draw-A-Person, and the Word Association; and on the third day, the Wechsler-Bellevue, the Rorschach and the Graphic Rorschach. All the test responses—other than the Sentence Completion, MMPI, Mosaic, DAP, and Graphic Rorschach—were tape recorded and are presented here verbatim."—(S. Hutter).

2677. **Shneidman, Edwin S.** (VA Neuropsychiatric Hosp., Los Angeles, Calif.) **TAT bibliography: supplement for 1952.** *J. proj. Tech.*, 1953, **17**, 109–115.—A supplementary bibliography of the TAT and closely related techniques which brings the total number of references up to 780. The 117 references are subdivided into 7 major categories, which are further broken down into more specific topics. (See **27**: 428).—(S. Hutter).

2678. **Shneidman, Edwin S., Bell, John E., Fine, Reuben; Holt, Robert R., Kutash, Samuel B., & Vorhaus, Pauline G. The case of Jay: interpretations and discussion.** *J. proj. Tech.*, 1952, **16**, 444–475.—This article contains test interpretations, discussion, and comments for the case of Jay which were presented at a diagnostic case symposium. The psychological test data, medical findings, and anamnesis were printed in a previous article (see **28**: 2676). Presented in this article are an introduction by E. S. Shneidman; an interpretation of Jay's Wechsler-Bellevue scale by S. B. Kutash; an interpretation of Jay's MAPS test by R. Fine; an interpretation of Jay's Rorschach test by P. G. Vorhaus; an interpretation of Jay's T.A.T. by R. R. Holt. This is followed by a discussion by J. E. Bell and comments by members of the panel. An addendum of therapy and dream material by Marvin Spiegelman is included.—(S. Hutter).

2679. **Singer, Jerome L.** (F. D. Roosevelt V.A. Hosp., Montrose, N. Y.) **The Behn-Rorschach inkblots: a preliminary comparison with the original Rorschach series.** *J. proj. Tech.*, 1952, **16**, 238–245.—"In a preliminary effort to evaluate the suitability of the Behn-Eschenberg inkblots as an alternate form of the original Rorschach series, three approaches were used.... It is felt that the evidence suggests that the Behn has only limited use, without further research, as an alternate form of the Rorschach. It can serve fruitfully as a control technique or as an auxiliary means of checking dubious features in a subject's Rorschach as a form of Testing the Limits."—(S. Hutter).

2680. **Smith, F. V., & Madan, S. K.** (U. Durham, Eng.) **A projective technique based upon the kinaesthetic and tactile modalities.** *Brit. J. Psychol.*, 1953, **44**, 156–163.—A projective technique, devised by the authors, and which involves feeling and manipulating a series of 10 objects varying in size, shape, weight, texture, and surface quality is described. Tentative methods of recording and scoring responses are presented along with comparisons of the responses of normals and various categories of abnormals. 18 references.—(L. E. Thune).

2681. **Stern, E. Le test de la "pyramide de couleurs" de Pjister-Heiss.** (The "pyramid of colors" test of Pjister-Heiss.) *Psyché, Paris*, 1953, **8**, 172–188.—A pyramid of 15 squares is drawn on a piece of paper with a base of 5 squares. The subject's task is to place a colored square, selected from 24 pieces differing in color and shade, in each of the squares of the pyramid. The results of the subject's choice of colors is analyzed by means of two "color formulae." Heiss classifies his test as a projective test but the author classifies it as an objective test. Much research has been done on the test and norms have been prepared. The goal of the test is to "furnish information" on certain "formal aspects of personality." The conclusion is that the test shows promise and more needed research is underway.—(G. Besnard).

2682. **Stern, Max M. Trauma, projective technique, and analytic profile.** *Psychoanal. Quart.*, 1953, **22**, 221–252.—"Free paintings of patients may be understood as attempts at magic reparation of infantile traumata. The paintings, together with the associations to their details (analytic profiles), provide a cross section of the patients' dynamics. This technique may afford possibilities of wider scientific control in psychoanalysis." Reproductions of paintings and case histories are presented. 28 references.—(L. N. Solomon).

2683. **Taylor, Janet A.** (Northwestern U., Evanston, Ill.) **A personality scale of manifest anxiety.** *J. abnorm. soc. Psychol.*, 1953, **48**, 285–290.—Since the Taylor Manifest Anxiety Scale has proven to be such a useful device in the selection of subjects for experimental purposes, a description of the construction of the test and the normative data that have been accumulated in connection with it are presented as of possible interest to other investigators in the field of human motivation.—(L. N. Solomon).

2684. **Vernon, Philip E.** (U. London, Eng.) **Personality tests and assessments.** London: Methuen and Co., 1953. xi, 220 p. 18s.—The following areas are discussed in 11 chapters: personality theory, difficulties in assessment, weakness of the interview, types of assessment technique—physique, psychological, expressive movement, behavior, rating scales, questionnaires, projection—and an evaluation of each type of assessment. Excerpts and pictorial illustrations of the more promising tests are included. Short bibliography.—(M. O. Wilson).

2685. **Vuyk, Rita. Projektionsphänomene bei Kindern.** (Projection phenomena in children.) *Schweiz. Z. Psychol. Anwend.*, 1953, **12**, 124–134.—Bellak's Children's Apperception Test was given to 65 children. The results indicate that the child

projects upon a figure only those needs, desires and thoughts which are related to a conflict. In doing so it projects upon child-animals its own needs and upon parent-animals those of his parents. Needs which are not acceptable are projected upon other figures. English and French summaries.—(K. F. Muenzinger).

2686. **Watkins, John G.** (V.A. Mental Hygiene Clinic, Chicago, Ill.), **& Stauffacher, James C. An index of pathological thinking in the Rorschach.** *J. proj. Tech.*, 1952, **16**, 276–286.—"An attempt has been made to objectify the evaluation of deviant verbalizations appearing in Rorschach protocols. 1. The application of the scale produced for this purpose gives a Δ Index (Deviation Index) the magnitude of which is indicative of the amount of deviation from normally expected types of verbalization manifested in a given record. This is considered to be related to the extent to which concrete, unconscious processes have invaded reality perception. 2. Independent scoring by the two clinicians showed that the Δ Index can be scored with reasonable reliability ($r = .774$) and that there are significant differences in Δ between normal, neurotic and psychotic patients for this sample of twenty-five patients in each group."—(S. Hutter).

2687. **Webb, Wilse B.** (Washington U., St. Louis, Mo.), **& Hilden, Arnold H. Verbal and intellectual ability as factors in projective test results.** *J. proj. Tech.*, 1953, **17**, 102–103.—A report of 2 studies which seeks to determine "...the degree to which intellectual and verbal ability is operative as a determinant of word count on a projective technique such as the TAT." Some of the conclusions are that "...these two studies point up the need for caution against using word count as an index of projective functioning without giving proper consideration for or control of the relative abilities of the subjects being tested. The comparison of word count of a single person from situation to situation at least avoids this fallacy."—(S. Hutter).

2688. **Weber, Louis C.** (Wichita Falls (Tex.) State Hosp.) **Ethics in administering the Rorschach test.** *J. abnorm. soc. Psychol.*, 1953, **48**, 443.—The author labels various testing procedures as unethical and asks for some reforms and restrictions.—(L. N. Solomon).

2689. **Weisskopf-Joelson, Edith, & Money, Lester, Jr.** (Purdue U., Lafayette, Ind.) **Facial similarity between subject and central figure in the TAT as an influence on projection.** *J. abnorm. soc. Psychol.*, 1953, **48**, 341–344.—TAT cards were modified by replacing the central figure's face with a photographic reproduction of S's face and were administered to a group of ten S's. "The amount of projection thus produced was compared with the amount of projection produced by the pictures in which the central figures had no resemblance to S. Projection was measured by word counts and by Transcendence Indices.... The increase in similarity between S and the central figure did not result in statistically significant changes either in the amount of projection elicited by the pictures or in the diagnostic value of the pictures."—(L. N. Solomon).

2690. **Wertheimer, Michael.** (Wesleyan U., Middletown, Conn.) **On the supposed behavioral correlates of an "eye" content response on the Rorschach.** *J. consult. Psychol.*, 1953, **17**, 189–194.—"230 Rorschach records from different diagnostic groups were examined for the frequency and incidence of *eye* content responses." No evidence was found to support statements encountered in much of the literature to the effect that "an *eye* content response to the Rorschach is indicative of paranoid or suspicious trends in the subject." Because of his negative findings, the author suggests caution "in the use of one-to-one behavior correlates of Rorschach signs."—(F. Costin).

2691. **West, Louis J.** (Cornell U. Med. Coll., New York.) **Measurement of changing psychopathology with the Minnesota Multiphasic Personality Inventory.** *Amer. J. Psychiat.*, 1953, **109**, 922–928.—While the MMPI is not a substitute for history-taking or an absolute diagnostic technique, it is of use (as illustrated in selected examples) in the measurement of changing psychopathology and in the analysis of clinical progress and results of treatment. 29 references.—(N. H. Pronko).

2692. **Winnik, Z. H.** (Talbiye Mental Hosp., Jerusalem, Israel.) **Hamivhan hapsihologi bapsihiatria haklinit.** (Psychological tests in clinical psychiatry.) *Harefuah*, 1953, **44**, 52–55; 76–78.—A critical survey of the development of clinical testing is given, especially of statistics and factor theory. The effort, made to understand emotional qualities, is pointed out—quantitatively and qualitatively. Projective tests as means to understand personality structure and its pathology are stressed. Their practical value in clinical interview is discussed. Position and function of clinical psychologist is nowaday yet not clearly defined. Eysenck's opinion is accepted, clinical psychologist is an assistant diagnostic and scientific worker, while diagnosis and therapy itself belong to the physician. English and French summaries. 19 references.—(H. Ormian).

2693. **Wyatt, Frederick.** (Cushing V.A. Hosp., Framingham, Mass.) **Prediction in the Rorschach test.** *J. proj. Tech.*, 1952, **16**, 252–258.—The author formulates "the premises of diagnostic prediction in terms of three questions: (1) What is the meaning of prediction?; (2) What are the means of prediction?; and (3) What is the validity of predicting future events?" Prediction in the Rorschach test is discussed in the context of these questions.—(S. Hutter).

2694. **Zelen, Seymour L.** (State U. Iowa, Iowa City.) **A systematic orientation to projective methods: principles of interpretation.** *J. proj. Tech.*, 1952, **16**, 496–503.—7 commonly applied principles of interpretation are proposed as an orientation to research and teaching of projective methods. These principles of interpretation are: (1) Translation of symbolisms from the manifest to the latent level; (2) Procedure of attack; (3) Inter-individual consistency; (4) Uniqueness of each response; (5) Intra-individual consistency; (6) Analogizing; (7) Configurational relationships or patterning. 51 references.—(S. Hutter).

2695. **Zubin, Joseph; Windle, Charles, & Hamwi, Violet.** (Columbia U., New York.) **Retrospective evaluation of psychological tests as prognostic instruments in mental disorders.** *J. Pers.*, 1953, **21**, 342–355.—The *S*'s consisted of (1) an out-group of patients who had been out of the hospital 60 per cent of the time, (2) an in-group, who had been in the hospital continuously, and (3) an in-out-group. The

results showed that (1) the out-group had initially poorer scores than the in-group, (2) of a sub-group insufficiently cooperative to take as much as a third of the tests, practically all were still in the hospital, (3) on one group of tests the in-group achieved higher scores than the out-group, and (4) the in-group were more efficient in tests of intellect, memory, abstraction, time judgment, word association, and personality, but slightly less efficient in tests of learning and perception. 18 references.—(M. O. Wilson).

2696. **Zulliger, Hans. The case of Franz and Lotti.** *J. proj. Tech.*, 1953, **17**, 61–65.—There are presented two case studies, one of Franz, an 8 year old boy and the other of Lotti, a 14 year old girl, which illustrate the author's experience in using both the Rorschach and the Behn-Rorschach tests. This is an attempt to highlight the use of psychoanalytic concepts in interpreting content symbolism in the two tests.—(S. Hutter).

(See also abstracts 1843, 1846, 1848, 1849, 1850, 1851, 2261, 2284, 2312, 2957, 2963, 2975, 3111, 3297, 3298)

Treatment Methods

2697. **Abel, Theodora M.** (Long Island U., N. Y.) **Resistance and difficulties in psychotherapy of mental retardates.** *J. clin. Psychol.*, 1953, **9**, 107–109.—Many professional persons reject the idea of doing therapy with the mentally retarded. However, "if one can enjoy the individuals one works with, have some simple goals, flexible techniques, then the therapeutic results with mental retardates may be not less effective and not more difficult to bring about than they are with more intelligent individuals; in fact, they may be often more adequate and surprisingly easy to elicit." Three examples are cited to illustrate approaches found helpful with particular mentally defective problem children.—(L. B. Heathers).

2698. **Alexander, Frances S.** (New York U.) **A panel discussion on diagnosis and therapy through play.** *Trans. N. Y. Acad. Sci.*, 1953, **15**, 99–101.—Play technique with 10 to 14 year olds presents special problems which the author discusses by means of illustrative cases.—(J. Bucklew).

2699. **Alexander, Franz. Current views on psychotherapy.** *Psychiatry*, 1953, **16**, 113–122.—The impact of psychoanalysis on psychotherapy "as a systematic method of treatment" affects their interrelationship. The need for modification of classical psychoanalytic technique is presented. Countertransference is shown to be a dimension beyond Freud's original formulations and of potential value in therapy.—(C. T. Bever).

2700. **Alexander, Leo.** (Boston (Mass.) State Hosp.) **The effect of electroshock on a "normal" person under recent stress: an experiment elucidating the influence of electroshock on the defensive operations of the ego.** *Amer. J. Psychiat.*, 1953, **109**, 696–698.—An account of one electroshock treatment to a "normal" man of 50 with the result of selective amnesia for an emotional event, occurring just before the treatment. The theoretical implications are discussed.—(F. W. Snyder).

2701. **Auld, Frank, Jr., & Eron, Leonard D.** (Yale U., New Haven, Conn.) **The use of Rorschach scores to predict whether patients will continue psychotherapy.** *J. consult. Psychol.*, 1953, **17**, 104–109.—A formula for predicting whether patients will continue in psychotherapy was applied to 33 patients' Rorschach records. It failed to predict which patients would continue and which would not. The weakness of trying to apply generally any given method of diagnosis or formula for predicting behavior without validity data is emphasized.—(F. Costin).

2702. **Beier, Ernst** (Syracuse U., N. Y.), **Izard, Carroll E., Smock, Charles D., & Tougas, Rolland R. Response to the human face as a standard stimulus.** *J. consult. Psychol.*, 1953, **17**, 126–131.—"An experiment was designed to investigate the presence of cultural preferences and sex differences in the response of young adults to the human face as a standard stimulus." Subjects: 45 male and 31 female college students. Results: There were "clear cultural preferences for faces of people of peer age and younger.... The limitations that these results impose on normative data in response to standard stimuli and possibly all projective stimuli were briefly discussed."—(F. Costin).

2703. **Bez, Khayim. Die grenetsn fun dertsiung un psikhoterapye.** (The boundaries of education and psychotherapy.) *Bl. Yiddisber Dertsiung*, 1953, No. 5, 101–104.—A paraphrase of a paper read by P. M. Symonds at a conference of American psychologists in Boston. The author concludes that although "there are many similarities between the roles of teacher and therapist...[nevertheless,] if the teacher is forced to devote himself overly to the attitudes and emotions which the child expresses, [then] the other function of the teacher, to adapt the child to the world in which it lives, is seriously disturbed. Most people cannot assume the double role of teacher and therapist." However, the possibility [of such a double role] should not be ignored.—(J. A. Fishman).

2704. **Bonnell, John Sutherland. The use of prayer in counseling.** *Pastoral Psychol.*, 1953, **4** (36), 40–46.—In the hospital where patients are facing an operation or acute distress, the author has found prayer a valuable therapeutic agent. Also in the counseling room where persons are wrestling with anxiety and guilt, he finds prayer effective in permitting relaxation of tensions, a sense of forgiving acceptance, a clarification of baffling confusion in a larger perspective, and a sense of security arising from sustaining relationships.—(P. E. Johnson).

2705. **Bowles, Lester L. The use of the electronarcosis instrument for several types of treatment.** *J. clin. exp. Psychopath.*, 1953, **14**, 78–83.—Ever since electricity was first used to produce convulsions as a therapeutic measure, instruments for modifying the current and methods of using them have changed. The author describes various types or modifications of electric treatment, other than electronarcosis itself, all administered by one instrument which was designed for electronarcosis. He describes the important differences which arise in these varying methods, and suggests that increasingly safe and therapeutically satisfactory technics may emerge as a result of increasing clinical experience. 16 references. Spanish and French summaries.—(G. A. Muench).

2706. **Brodsky, Rose.** (Jewish Community Service of Long Island, Jamaica, N. Y.) **Family-centered psychotherapy and counseling.** *Jewish soc. Serv. Quart.*, 1953, **29**, 387–396.—A description of the

operation of a "family-centered" treatment and counseling program in which primary responsibility for the care as a whole is lodged in the social worker with the psychiatrist responsible for dealing with psychiatric and psychosomatic problems while the social worker "integrates the psychiatrist's process into her work with the family." In the working situation cases have, in general, been selected which have "a favorable prognosis and have found that generally we can work within a time span of 50 to 75 sessions, usually twice a week for adults." Direct treatment of pathology is left in the hands of the psychiatrist. A case is described to show how psychiatric treatment and social work counseling are integrated.—(M. A. Seidenfeld).

2707. **Cameron, Kenneth.** (Bethlem Royal Hosp., London, Eng.) **Group approach to inpatient adolescents.** *Amer. J. Psychiat.*, 1953, **109**, 657–661. —Therapeutic and administrative structure and the general dynamics of words in developing inpatient units for the treatment of psychiatrically ill adolescents at Bethlem Royal and Maudsley Hospitals during the past 3 years. A discussion is appended. —(F. W. Snyder).

2708. **Cargnello, Danilo.** (Psychiatric Hosp., Sondrio, Italy.) **Frankl e la logoterapia.** (Frankl and logotherapy.) *Arch. Psicol. Neurol. Psichiat.*, 1953, **14**, 413–419.—The position of Frankl as a psychiatrist existentialist is presented in detail. The indispensable preface to logotherapy is an existential analysis of the singularity of the individual. The work of Frankl is contemporary to the Daseinanalyse and Antropoanalysis. Logotherapy tries to help the patient become aware of all his human possibilities and find meaning in life especially as to his essential freedom and need to realize values, as the most characteristic aspect of human dignity.—(A. Manoil).

2709. **Carp, E. A. D. E. Psychothérapie et conception du monde.** (Psychotherapy and world conception.) *Acta psychother. psychosom. orthopaedagog.*, 1953, **1**, 56–64.—There is need of a "Weltanschauung" both for the psychotherapist and the neurotic patient. The different conceptions of man should form the basis and goal of the different psychotherapeutic methods. English and German summaries.—(G. Rubin-Rabson).

2710. **Carpenter, Lewis G., Jr.** (U. California, Med. Center, San Francisco.) **An experimental test of an hypothesis for predicting outcome with electroshock therapy.** *J. Psychol.*, 1953, **36**, 131–135.—An experimental approach was directed toward the hypothesis that unfavorable outcome of electroshock therapy is related to externally directed aggression which is unacceptable to the ego. 20 psychologically sophisticated judges sorted 52 MMPI items predictive of unfavorable outcome, mixed with an equal number of randomly chosen items. The shock prediction scale items were chosen significantly more frequently than the dummy items.—(R. W. Husband).

2711. **Choisy, Maryse. Le discours du Souverain Pontife sur la psychothérapie.** (The Papal speech on psychotherapy.) *Psyché, Paris*, 1953, **8**, 145–155. —A review of the speech Pope Pius XII made before the V Catholic Congress of International Psychotherapy. The author points out that contrary to the French press' opinion the speech was not a condemnation of psychotherapy but a benevolent acceptance of its value in our society.—(G. Besnard).

2712. **Coffey, Hubert Stanley. Socio and psyche group process: integrative concepts.** *J. soc. Issues*, 1952, **8** (2), 65–74.—Similarities, differences and interrelationships in psyche and socio group processes are discussed particularly in relation to group work, adult education and group therapy. Interweaving of socio and psyche group processes under certain circumstances could lead to fuller personal development of the individual and a more creative approach to solving social problems of our time. Emphasis on the generic and overlapping character of group work, adult education and group therapy"... should lead to an appreciation of each other's contribution and insight into many emerging interrelationships—all in the pursuit of objectives which have more in common than we have heretofore envisioned." —(H. H. McCord).

2713. **Colm, Hanna. Healing as participation.** *Psychiatry*, 1953, **16**, 99–111.—Stemming from a discussion of Paul Tillich's book, "The Courage to Be," the current existential, theological approach to anxiety is compared with the psychotherapeutic approach. The value of participation on the part of the therapist in the analytic situation is pointed up, in terms of Sullivanian "observant participation," of Tillich's "accepted in-spite-of" theory of healing, and of countertransference. An illustrative case history is cited.—(C. T. Bever).

2714. **Cox, F. N.** (New England U. Coll., Armidale, New S. Wales, Australia.) **Sociometric status and individual adjustment before and after play therapy.** *J. abnorm. soc. Psychol.*, 1953, **48**, 354–356. —Sociometric status was shown to be both an effective index of adjustment and a sensitive and valid index of behavioral change for a group of 52 orphans, aged between 5 and 13 years.—(L. N. Solomon).

2715. **Crowley, Ralph M. Human reactions of analysts to patients.** *Samīkṣā* 1952, **6**, 212–219.— Countertransference comprises those reactions of an analyst to a patient which are inappropriate and irrational. For countertransference to be present, anxiety must be aroused in the analyst. An analyst may have rational and reality based feelings toward his patient. Analysis cannot be done successfully except by use of the analyst's personal reactions to the material. On occasion an analyst may reveal information about himself to the patient and may be actively helpful in respect to a life situation outside analysis. At times it is appropriate for the analyst to have a social relationship with certain patients. —(D. Prager).

2716. **Crown, Sidney.** (Maudsley Hosp., London, Eng.) **Psychological changes following operations on the human frontal lobe.** *J. consult. Psychol.*, 1953, **17**, 92–99.—Tests based on Eysenck's theory of personality organization were used to measure changes occurring after operations on the frontal lobe. The data support these hypotheses: (1) Patients show a decrease in intelligence; (2) there is a change from introversion to extraversion; (3) there are characterological changes in the direction of normality on the neuroticism and psychotocism dimensions. 19 references.—(F. Costin).

2717. **de Laszlo, Violet. The goal in Jungian psychotherapy.** *Brit. J. med. Psychol.*, 1953, **26**, 3–14.—"... Jung's whole assertion is that a spontaneous religious experience is a normal and meaningful correlate of the process of individuation.

...As has been shown, what he actually envisages as the goal in psychotherapy can be described as the experience by the patient of an inner transformation. ...Thus, Jung's specific contribution to the question of the goal in psychotherapy lies in his recognition of religious factors as inherent psychological phenomena, and of individual religious experience as an essential path towards healing." 24 references. —(C. L. Winder).

2718. **Diatkine, René. Les satisfactions régressives au cours des traitements d'enfants.** (Regressive satisfactions in the course of child therapy.) *Rev. franç. Psychanal.*, 1952, **16**, 453–467.—In the treatment of children, free association is nearly impossible; other techniques, superficially effective, are open to question in any real curative sense. As in the adult's psychodrama, play therapy provides release but no understanding of regressive behavior. The child therapist is cautioned against his own personal phobias and aggressions.—(G. Rubin-Rabson).

2719. **Ellis, Albert. Reactions of psychotherapy patients who resist hypnosis.** *J. clin. exper. Hypnosis*, 1953, **1** (3), 12–15.—"Three cases are presented where psychotherapy patients were apparently so threatened by the possibility of undergoing hypnosis that, in order to prevent this possibility, they surrendered some of their neurotic symptoms and resistances to therapy, and started to make excellent therapeutic progress. Implications of this phenomenon for psychotherapeutic success may be far-reaching."—(E. G. Aiken).

2720. **Epstein, Haas L., & Slavin, Simon. Common elements in group influence attempts.** *J. soc. Issues*, 1952, **8** (2), 45–53.—"...all influence attempts are based upon the knowledge of the combined social sciences." It is necessary to pool the knowledge of the underlying disciplines in order to understand and work with people. Influence attempts (by those working in adult education, group work, and group therapy) find common elements in certain areas including group processes, diagnosis, programming and the learning process. "Common training in basic concepts would go far to advance the general science of human relations, to remove barriers of misunderstanding and to pool resources from the several disciplines."—(H. H. McCord).

2721. **Foulkes, S. H. Some similarities and differences between psychoanalytic principles and group-analytic principles.** *Brit. J. med. Psychol.*, 1953, **26**, 30–35.—Similarities include "individual mechanisms and observations, the general orientation and the theoretical framework... All of these basic ingredients are merely modified by their operation in the group situations." Differences are in the areas of method and technique, therapy and its dynamics, and theory. A group analytic treatment situation is "a very delicate, subtle, intense, highly individualized affair."—(C. L. Winder).

2722. **Frank, Jerome D. Group methods in psychotherapy.** *J. soc. Issues*, 1952, **8** (2), 35–44.—"...the therapeutic group is created by its leaders to serve as a medium in which its members may, through their interactions, resolve their neurotic difficulties and achieve emotional growth." All such groups have the purpose of producing or facilitating attitudinal changes in their members. The article deals with the topics of setting, leadership, membership, procedures, basic assumptions, and goals and activities as these relate to therapeutic groups. —(H. H. McCord).

2723. **Frank, John Alfred. A critical evaluation of carbon dioxide inhalation therapy in mental disorders.** *Amer. J. Psychiat.*, 1953, **110**, 93–103.—The clinical, experimental, and theoretical literature on carbon dioxide inhalation therapy is reviewed and critically evaluated. 55-item bibliography.—(N. H. Pronko).

2724. **Freeman, Richard V.** (V.A. Center, Los Angeles, Calif.), **& Schwartz, Abraham. A motivation center: a new concept in total neuropsychiatric hospital care.** *Amer. J. Psychiat.*, 1953, **110**, 139–142.—A center that has many of the aspects of a real community is described as it functions within a mental hospital. Stress is not on meaningless activity but on interpersonal relations in a setting in which nurses, hospital aides, social workers, psychologists, rehabilitation and recreational therapists and community workers all participate with the psychiatrist in providing a healthy community.—(N. H. Pronko).

2725. **Freeman, Walter. Hazards of lobotomy: report on 2,000 operations.** *A.M.A. Arch. Neurol. Psychiat., Chicago*, 1953, **69**, 640–643.—Abstract and discussion.

2726. **Freeman, Walter. Psychosurgery.** *A.M.A. Arch. Neurol. Psychiat.*, 1953, **69**, 655.—Abstract.

2727. **Green, Jack. A treatment plan combining group and individual psychotherapeutic procedures in a state mental hospital.** *Psychiat. Quart.*, 1953, **27**, 245–253.—Group treatment provokes anxiety, praise, supports, and inspires patients so that they seek individual therapy with greater incentive. In individual treatment the patient expresses himself, builds a strong relationship with the therapist, and uncovers factors responsible for his illness. Effectiveness of treatment depends upon the skill of the therapist.—(D. Prager).

2728. **Green, Ralph S., & Leiser, Rudolf. Thiamylal in electroconvulsive therapy and significance in analysis of seizure mechanisms.** *A.M.A. Arch. Neurol. Psychiat.*, 1953, **69**, 737–742.—By using a cerebral depressant with 20 male patients prior to shock, it is reported that the drug (thiamylal or Surital) shortened the seizure duration and prolonged the post-shock apnea. This approach helps prevent pretreatment anxiety and postconvulsive excitement. —(L. A. Pennington).

2729. **Guntrip, H. The therapeutic factor in psychotherapy.** *Brit. J. med. Psychol.*, 1953, **26**, 115–132.—"In conformity with 'object-relations' theory the therapeutic factor is to be found in the object-relations of patient and psychotherapist. ...A maladjusted person is 'cured' by the development that becomes possible in a relationship with a mature person. ...This therapeutic factor is primarily in an object-relationship of a parental order.... The fundamental therapeutic factor in psychotherapy is more akin to religion than to science since it is a matter of personal relationship rather than of the application of impersonal knowledge and technique." 26 references.—(C. L. Winder).

2730. **Hunter, Richard A., & MacAlpine, Ida. Follow-up study of a case treated in 1910 by 'The Freud psycho-analytic method.'** *Brit. J. med. Psychol.*, 1953, **26**, 64–67.—The subject was cooperative in

exploring the significance of his previous therapeutic experience. The effect of the earlier treatment is interpreted in terms of the then recognized transference.—(C. L. Winder).

2731. **Johnson, Adelaide M.** (U. Minnesota, Minneapolis.) **Collaborative psychotherapy: team setting.** In Heiman, M., Psychoanalysis and social work, (see 28: 2572), 79–108.—The author describes and discusses a procedure of therapy built around collaboration between two therapists—two psychiatrists or one psychiatrist and a social worker. This procedure differs from the usual practice of psychiatric consultation within a social agency and involves full review by each therapist with the other of each therapeutic hour. Attention is given to (1) the need of respect and friendliness within the team, (2) appropriate settings for "collaborative therapy," (3) the careful diagnostic study necessary for selection of patients, and (4) the possibilities of the collaborative team in research. Illustrative cases are given.—(L. B. Costin).

2732. **Kalendarov, G. S., & Lebedinskaia, E. I. Apparat dlia èlektronarkoza i metodika primeneniia ego v terapii snom.** (Apparatus for electronarcosis and method of its application in therapy by sleep.) *Fiziol. Zh. SSSR,* 1952, **38** (6), 751–755.—A description and sketch of apparatus for electronarcosis are given. Much research is still needed on the conduct of such therapy.—(I. D. London).

2733. **Kelman, Herbert C. Two phases of behavior change.** *J. soc. Issues,* 1952, **8** (2), 81–88.—Effort is made to conceptualize possible emerging differences in terms of degree of isolation of the group situation, and to discuss comparative emphasis on practice and action as these relate to certain theoretical pictures of group therapy, group work and adult education.—(H. H. McCord).

2734. **Kelman, Herbert C., & Lerner, Harry H. Group therapy, group work, and adult education: the need for clarification.** *J. soc. Issues,* 1952, **8** (2), 3–10.—Psychotherapy, social work and adult education are three related fields of practice which have developed professional specialization in the use of group methods. "The therapist tends to be oriented towards 'health,' the social worker towards 'adjustment,' and the educator towards 'learning.'" There is a need for clarifying the relationships among the three areas to (1) "...provide insights for the solution of some of the ethical and practical problems" arising from confusion of goals and misapplication of procedures from related fields, and (2) "...offer suggestions for a theoretical framework adequate for the description and comparison of all 'influence attempts'..."—(H. H. McCord).

2735. **Kolle, Kurt.** (University, Munich, Germany.) **Psychotherapie; Vorlesungen zur Einführung in das Wesen und die Probleme der seelischen Krankenbehandlung.** (Psychotherapy; introductory lectures to the nature and problems of the psychologic treatment of illness.) Basel, Switzerland: S. Karger, 1953. viii, 112 p. Sw. fr. 9.80.—Based on lectures at the Goethe University, Frankfurt, this "little didactic volume" is addressed to "older students, physicians who desire an enlargement of their horizon, and young specialists" limited in their clinical experience. Therapeutic methods as suggestion, hypnosis, autogenous training, narco-analysis, and shock treatment are briefly discussed. The psychoanalysis of Freud is presented and critically, but "positively evaluated." Jung's and Adler's modifications are described. Clinical examples illustrate the author's psychotherapeutic efforts which he estimates as having produced "10, at most 15% of real, permanent, and explainable successes."—(C. T. Bever).

2736. **Koren, Louis, & Joyce, James.** (Wayne County Mental Health Clinic, Detroit, Mich.) **The treatment implications of payment of fees in a clinic setting.** *Amer. J. Orthopsychiat.,* 1953, **23**, 350–357.—What the patient does about fees can be tangible evidence of his attitudes, resistances and acting out, and exploration of this behavior can be utilized for effective interpretations in terms meaningful to the patient. Fees should be charged in a clinic setting because without some sacrifice by the patient in therapy treatment becomes more difficult and progress slower. Frank group discussions help resolve therapists' problems about fees.—(R. E. Perl).

2737. **Lebo, Dell.** (Florida State U., Tallahassee.) **The development of client-centered therapy in the writings of Carl Rogers.** *Amer. J. Psychiat.,* 1953, **110**, 104–109.—Rogers' progressive change from a test-centered advice-giving therapy to his formulation of a test-free client-centered approach is traced out from his writings as a gradual but consistent process.—(N. H. Pronko).

2738. **Lebo, Dell.** (Florida State U., Tallahassee.) **The present status of research on nondirective play therapy.** *J. consult. Psychol.,* 1953, **17**, 177–183.—A critique of the research, conclusions, and generalizations stemming from studies employing "nondirective play therapy." The author points out serious weaknesses in methodology of these studies, and concludes that nondirective play therapy should be subjected to rigorous experimental study, including its relation to other procedures, before we can say that this therapeutic technique is here to stay. 23 references.—(F. Costin).

2739. **Lindsay, J. S. B. Abreaction and dreams.** *Brit. J. med. Psychol.,* 1953, **26**, 36–48.—Abreaction of dreams under trilene or a mixture of ether and chloroform is discussed and various types of dreams are illustrated with case material. Release of strong affect is typical and "indicates the importance of the dreamwork in suppressing the affect." Potential therapeutic use of the technique is discussed. A view of dreams as a biography of affect is presented.—(C. L. Winder).

2740. **Lopez Ibor, Juan J. Catharsis et transfert.** (Catharsis and transfer.) *Psyché, Paris,* 1953, **8**, 248–261.—Catharsis alone cannot, in most cases, provide the necessary therapeutic medium; the phenomenon of transfer is a necessary adjunct to catharsis. In order to guide the transfer in a channel which will bring about a cure, a thorough understanding of the patient's ego is needed.—(G. Besnard).

2741. **Lorr, Maurice; Schaefer, Earl, Rubinstein, Eli A., & Jenkins, Richard L. An analysis of an outpatient rating scale.** *J. clin. Psychol.,* 1953, **9**, 296–299.—"Ratings of manifest and inferred personality traits by therapists of 184 veteran patients receiving psychotherapy in four mental hygiene clinics were intercorrelated. Two separate centroid analyses yielded eight identifiable oblique factors. The factors identified in the first matrix we have called adaptiveness, sense of personal adequacy, vigorous interests, and emotional responsiveness. The first

three of these factors appear to relate to a common parameter of adjustment, which would be a second order factor. The second matrix yielded factors which we have called independent maturity, conscientiousness, goal-directed control, and prudence. The factor of goal-directed control relates positively to both conscientiousness and independent maturity, but the maturity factor is practically independent of conscientiousness."—(L. B. Heathers).

2742. **Maeder, Alphonse. Ways to psychic health.** New York: Charles Scribner's Sons, 1953. x, 200 p. $3.50.—Case history material is presented in an attempt to demonstrate that many of man's mental ills may be cured through "brief" psychoanalysis and spiritual guidance. The author emphasizes the reconciliation of traditional Freudianism, and its emphasis on the repression of sexual instincts, with moral and spiritual principles. A chapter on the mental hygiene of the psychotherapist is also included.—(B. H. Light).

2743. **Mann, James.** (Boston (Mass.) State Hosp.) **Group therapy with adults.** *Amer. J. Orthopsychiat.*, 1953, **23**, 332-337.—The success or failure of group therapy hangs to a large extent upon the resolution of intragroup hostility. The goal of group therapy is group unity which can then be used productively in mutual solution of problems. The group leader's role is a difficult one that requires training, guidance and experience.—(R. E. Perl).

2744. **Markwell, Earl D., Jr., Wheeler, William M.** (VA Center, Los Angeles, Calif.), **& Kitzinger, Helen. Changes in Wechsler-Bellevue test performance following prefrontal lobotomy.** *J. consult. Psychol.*, 1953, **17**, 229-231.—Pre- and postlobotomy Wechsler scores of 17 psychotic patients were compared. While a general tendency to improve was noticed, there were few significant changes. Changes in 2 subtests (digit span and object assembly) showed a dissimilarity with test-retest changes. Digit span for the lobotomy group was more variable, and object assembly less variable than in the "control" condition. Thus the psychological function measured by digit span appears to be the most disturbed by the operation. The most striking change was in the increase of testable patients by 20% after lobotomy. —(F. Costin).

2745. **Martin, Peter A., & Bird, H. Waldo. An approach to the psychotherapy of marriage partners.** *Psychiatry*, 1953, **16**, 123-127.—"Stereoscopic technique," the team approach of two psychiatrists in the therapy of married couples is described with illustrations from 2 cases.—(C. T. Bever).

2746. **May, Philip R. A.** (U. Colorado Sch. Med., Denver.), **& Ebaugh, Franklin G. Dormison, a new type of hypnotic; its therapeutic use in psychiatric patients.** *Amer. J. Psychiat.*, 1953, **109**, 881-888. —Physiological and psychological effects of a new, highly specific hypnotic drug are discussed.—(N. H. Pronko).

2747. **Muthard, John E.** (Ohio State U., Columbus.) **The relative effectiveness of larger units used in interview analysis.** *J. consult. Psychol.*, 1953, **17**, 184-188.—The relative effectiveness of 3 "larger" units for transcript analysis of interviews was examined: (1) discussion-topic, (2) problem-area, and (3) fractional unit. Criteria for effectiveness were: (1) reliability, (2) sensitivity, and (3) "degree to which the unit brings together related material and partitions that which is less related." No differences were observed with respect to the first criterion; with respect to the other two criteria, "it was found that both problem-area and discussion-topic units were more effective than quintiles of the interview series. Problem-area and discussion-topic units were not [different] on these criteria." Implications of these results for further study of counselor-client interaction were presented.—(F. Costin).

2748. **Niswander, G. Donald, & Nelson, Muriel C.** (Harvard Med. Sch., Boston, Mass.) **The use of U 500 insulin in deep insulin coma.** *Amer. J. Psychiat.*, 1953, **109**, 866.—The clinical value of crystalline insulin in a concentration of 500 units per cc. in producing deep insulin coma for the treatment of mentally ill patients was studied. From observations on 42 patients during a 4.5 month period, U 500 insulin did not induce therapeutic comas more readily than other conventional concentrations of insulin. —(F. W. Snyder).

2749. **Oberndorf, C. P. Function in psychiatry.** *Amer. J. Psychiat.*, 1953, **110**, 13-18.—The thesis is developed that the function of a psychiatrist is to help the patient to adapt himself to some form of the cultural pattern in which he lives.—(N. H. Pronko).

2750. **Oberndorf, Clarence P. Results to be effected with psychoanalysis.** *A.M.A. Arch. Neurol. Psychiat.*, 1953, **69**, 655.—Abstract.

2751. **Pasricha, Prem. Play therapy.** *J. Educ. Psychol., Baroda*, 1953, **11** (1), 20-28.—Relatively recently, psychologists have treated some disorders of personality by means of play therapy. By this method they are able to investigate several aspects of the individual and thereby secure a more thorough understanding of him. The therapist's permissiveness, tolerance, friendliness and respect are essential. The theory and development of play therapy are also discussed. (C. Schmehl).

2752. **Phillips, E. Lakin, & Agnew, John W.** (George Washington U., Washington, D. C.) **A study of Rogers' 'reflection' hypothesis.** *J. clin. Psychol.*, 1953, **9**, 281-284.—20 client statements, each followed by 5 possible counselor responses, were given to various groups of high school and college students, clinical students, and clinicians to select the best counselor response and to indicate the counselor response the client would be most likely to expect. Only the clinician group chose the reflective statement as definitely the best counselor response. It is concluded that clinical skill requires more than a knowledge of interpersonal relations.—(L. B. Heathers).

2753. **Phillipson, Herbert. Unconscious object relations and the techniques of the clinical psychologist; some reflections on experiences with therapeutic groups.** *Brit. J. med. Psychol.*, 1953, **26**, 49-57. —Findings from psychological examinations may be related to the theory and practice of psychotherapy, especially group psychotherapy, where participation by therapist and psychologist furnishes common experience which can be the basis for reducing problems of communication between them.—(C. L. Winder).

2754. **Polak, Paul. Existenz und Liebe; ein kritischer Beitrag zur ontologischen Grundlegung der medizinischen Anthropologie durch die "Daseinsanalyse" Binswangers und die "Existenzanalyse" Frankls.** (Existence and love; a critical contribution

to the ontological foundations of medical anthropology through the "Daseinsanalyse" of Binswanger and the "Existence-analysis" of Frankl.) *Jb. Psychol. Psychother.*, 1953, **1**, 355–364.—Binswanger, advancing from Heidegger's analysis, has elaborated in great detail the variety of possible modes in which one's relation to the world may be experienced. Frankl, taking his departure from Jaspers, has emphasized the human being's need to realize his unique possibilities through his love, and the discovery of and devotion to, his particular self-requirements. Binswanger more "objectively," Frankl more "actively," complement one another in showing the human potentialities and powers for transcending constricted modes of existence.—(E. W. Eng).

2755. **Polatin, Phillip, Effron, Abraham S., & Robertiello, Richard C. Histamine therapy in psychiatric disorders.** *Psychiat. Quart.*, 1953, **27**, 254–261.—23 patients. Histamine therapy is ineffective in the treatment of psychiatric disorders.—(D. Prager).

2756. **Powdermaker, Florence B., & Frank, Jerome D. Group psychotherapy; studies in methodology of research and therapy. Report of a group psychotherapy research project of the U. S. Veterans Administration.** Cambridge, Mass.: Harvard University Press for the Commonwealth Fund, 1953. xv, 615 p. $6.50.—This research in the use of group therapy was undertaken because the VA was faced with the problem of caring for large number of patients with relatively few psychiatrists. One section of the project was concerned mainly with psychoneurotics; the second with chronic schizophrenics. Part I describes techniques developed, how teams were formed, how groups of patients were organized, and problems met within groups of psychiatric out-patients. Part II presents the experience with groups of hospitalized chronic schizophrenics. 63 situation analyses are detailed. 59 references.—(A. J. Sprow).

2757. **Powell, John Walker. Process analysis as content: a suggested basis for group classification.** *J. soc. Issues*, 1952, 8 (2), 54–64.—Therapy, education and social work groups find common ground in that they all undertake to furnish a new and corrective learning experience. Important topics dealt with in the article include group membership as a personality need, group process as discussion content, and training in relational skills, and levels of relational emphasis. The three types of group disciplines discussed have in common the element of "...emotional interlock, which arises from the personal investment of the members in their relationships."—(H. H. McCord).

2758. **Reiner, Elliot R.** (Worcester (Mass.) State Hosp.) **Fantasies in insulin coma therapy; some psychosomatic considerations with a case presentation.** *J. clin. exp. Psychopath.*, 1953, **14**, 84–94.—Fantasy experiences, with their verbal and bodily expression, form a characteristic pattern for each person during insulin coma therapy. Through the use of an illustrative case, this report attempts to describe typical fantasy material and its behavioral concomitants to reveal the relationships between the patient's verbal and pantomimic manifestations in insulin treatment to the prominent circumstances of his earlier life, and to suggest that the combined tendency to physical and psychical discharge, occurring as an effect of hypoglycemic intoxication, is a repetitive abreaction during treatments of the central conflicting experience of the patient. 36 references.—(G. A. Muench).

2759. **Rosen, Harold. Hypnotherapy in clinical psychiatry.** New York: Julian Press, 1953. xii, 313 p. $5.00.—Stressing treatment under, and not by, hypnosis, this book gives 3 detailed case protocols illustrative of therapeutic techniques which may be facilitated by the use of hypnosis and other case reports showing use with patients with surgical problems and with intractable pain. Specialized techniques discussed include induction and termination of trance states, handling of medical and surgical emergencies, intensification of emotion, and dramatization and acting out techniques in diagnosis and as therapeutic maneuver.—(W. L. Wilkins).

2760. **Scheflen, Albert E., Reiner, Elliot R., & Cowitz, Bernard. Therapeutic response in insulin coma therapy: a study of vital signs and sensitivity.** *J. clin. exp. Psychopath.*, 1953, **14**, 57–67.—Levels, patterns of change, and variance of blood pressure, pulse, temperature and insulin sensitivity were studied during insulin coma therapy of 67 schizophrenic subjects—32 patients showed improvement. No reliable differences between the 32 patients that improved and the 35 who didn't improve were found, with the exception that the unimproved patients were frequently more refractory to insulin early in treatment. The failure to effect adequate comas in the early phases of treatment may have had an unfavorable emotional effect and have been influenced by clinical management. However, the studies do not substantiate previous studies indicating that improvement is related to changes in autonomic responsivity. French and Spanish summaries.—(G. A. Muench).

2761. **Scheidlinger, Saul.** (Community Service Society, New York.) **The concepts of social group work and of group psychotherapy.** *Soc. Casewk.*, 1953, **34**, 292–297.—Major similarities and differences between "social group work" and "group psychotherapy" are discussed. The author describes the distinct historical backgrounds and theoretical framework and sees each as a separate method, although the two methods offer many possibilities for enriching each other.—(L. B. Costin).

2762. **Schneck, Jerome M. (Ed.) Hypnosis in modern medicine.** Springfield, Ill.: Charles C. Thomas, 1953. xvi, 323 p. $7.50.—This book contains a series of articles by various medical specialists concerning the place of hypnotic and suggestive techniques in their respective devisions of medicine. In addition to an introduction by the editor, there are 11 contributions by the following authors: Rosen, G., History of medical hypnosis (42 ref.); Raginsky, B. B., Hypnosis in internal medicine, an integration of the problems of hypnosis, modern dynamic psychomatic medicine, and internal medicine (87 ref.); Rosen, H., Hypnosis in surgery... (41 ref.); Owen-Flood, A., Hypnosis in anaesthesiology...; McDowell, M., Hypnosis in dermatology (59 ref.); Kroger, W. S., Hypnosis in obstetrics and gynecology...(82 ref.); Schneck, J. M., Hypnosis in psychiatry, the relationship between hypnotic procedures and various branches of psychiatric treatment (152 ref.); Ambrose, G., Hypnosis in child psychiatry...(30 ref.); Weinstein, J. H., Hypnosis in dentistry...(28 ref.); Gorton, B. E., Physiologic

aspects of hypnosis . . . (119 ref.); Heron, W. T., Instruction in hypnosis.—(E. G. Aiken).

2763. **Schneck, Jerome M. The therapeutic use of self-hypnotic dreams.** *J. clin. exp. Hypnosis*, 1953, 1(2), 28–31.—"Current studies indicate the similarity of a person's self-hypnotic dreams and nocturnal dreams, both of which may be brief or extensive, simple or complex, employing symbolism that is classic or which may be essentially individual. These dreams may be used in hypnotherapy and hypnoanalysis to introduce problems for investigation, focus on central issues, explore symptoms or interpersonal relations, and to function in many ways similar to heterohypnotically induced dreams."—(E. G. Aiken).

2764. **Schrier, Harvey.** (Bank St. Coll. Educ., New York.) **The significance of identification in therapy.** *Amer. J. Orthopsychiat.*, 1953, **23**, 585–604.—The hypothesis here explored is that at the conclusion of a course of short-term therapy, identification of patient with therapist is directly related to the amount of positive rapport between the participants and the amount of therapeutic success. Nine patients at the Veteran's Readjustment Center provided the population of subjects. Rating scales and interviews were the instruments used. 19 references.—(R. E. Perl).

2765. **Schultz, J. H. Analytische und organismische Psychotherapie.** (Analytic and organismic psychotherapy.) *Acta psychother. psychosom. orthopaedogog.*, 1953, **1**, 33–42.—Therapeutic methods should be viewed as to whether the therapy is directed by means of verbal intercourse at the personality of the patient from a psychological point of view or whether it aims at a more psychophysical approach. The second type should be considered "organismic psychotherapy," ranging from hypnosis, physical procedures, narcoanalysis etc. through shock treatment of diverse forms of leucotomy, the endpoint on this continuum. English and French summaries.—(G. Rubin-Rabson).

2766. **Shoben, Edward Joseph, Jr.** (Teachers Coll., Columbia U., New York.) **A theoretical approach to psychotherapy as personality modification.** *Harvard educ. Rev.*, 1953, **23**, 128–142.—From an operational analysis of the nature of psychotherapy and from an essential conception of neurosis the author formulates a theory of psychotherapy as personality modification through the manipulation of social and interpersonal factors. The elimination of anxiety which is central to the therapeutic process occurs through counter conditioning. A 3-stage overlapping sequence comprises the total process. Learning, perception, and motivation are basic to this conceptual scheme. 37 references.—(R. C. Strassburger).

2767. **Sobel, Raymond.** (Columbia U., New York.) **The contribution of psychoanalysis to the residential treatment of adolescents.** In Heiman, M., Psychoanalysis and social work, (see **28**: 2572), 242–260.—Psychoanalysis brings to the residential treatment of disturbed adolescents an understanding of the unconscious sources of the behavior. Using such knowledge to manipulate the inter-personal environment to promote change towards mental health is an essential of the residential approach. This conditioning of the environmental field "is accomplished primarily through the use of theoretical knowledge of the unconscious transference and countertransference reactions of the adolescent, his peers, and of the institutional staff, including the individual therapist."—(L. B. Costin).

2768. **Speer, Ernst. Seele und Erlebnis.** (Soul and experience.) *Acta psychother. psychosom. orthopaedagog.*, 1953, **1**, 43–48.—"The old concept of the soul is not a useful one for medical psychotherapy, and differs from the theological. In the clinical sense there is no contrast between the body and soul; they are a living entity, the human personality. For the same reason, the little clarified concept of psychosomatic illness is to be rejected. In medical psychotherapy, happenings which in the past were described as originating in the mind are in fact the results of experiencing. Neurosis is the consequence of a disturbance of the way in which experiences are absorbed; it is this that concerns the therapist." English and French summaries.—(G. Rubin-Rabson).

2769. **Straker, M. Intravenous methamphetamine—adjuvant to psychotherapy.** *Amer. J. Psychiat.*, 1953, **109**, 853–855.—66 patients were treated with Methedrine in office practice, and the results were beneficial in selected cases. Complications were encountered rarely; they consist of headache and the risk of precipitating an acute psychotic reaction. The clinical results are ascribed to the stimulating properties of methamphetamine; the effect is an increase of ego strength and self-esteem, together with the stripping away of superficial ego defenses and the partial dissolution of the resistances.—(F. W. Snyder).

2770. **Strecker, Edward A. Area of support therapy.** *A.M.A. Arch. Neurol. Psychiat.*, 1953, **69**, 655.—Abstract.

2771. **Tauber, Edward S. Observations on countertransference phenomena.** *Samīkṣā*, 1952, **6**, 220–228.—Countertransference constitutes the irrational and unconstructive attitudes of the therapist toward his patient, or of the supervisor toward the therapist. Supervisor and therapist might usefully explore their transference and real attitudes toward each other. The vices of the supervisor in respect to the supervisee are described. The therapist may be overpolite, overgrateful, or too ignoring of the supervisor. The therapist may present material so as to gain the supervisor's applause.—(D. Prager).

2772. **Thompson, Clara. Counter-transference.** *Samīkṣā*, 1952, **6**, 205–211.—Countertransference is the transferring of irrational aspects of the analyst's personality to the relationship with his patient. How far shall the analyst trust his reactions to the patient as normal indices of what is going on? What dangers can the analyst expect to find rising from his own personality problems in the analytic situation?—(D. Prager).

2773. **Thorne, Frederick C.** (U. Vermont, Burlington.) **Directive psychotherapy; theory, practice and social implications.** *J. clin. Psychol.*, 1953, **9**, 267–280.—Since "psychosocial pressures produced by conflicting styles of life constitute a major cause of personal and group tensions," psychologists should utilize the scientific method to determine what are true, good, healthy values and should assume the responsibility for assisting patients to exchange their untrue, unhealthy life styles for healthy life styles. A scientific, eclectic, directive psychotherapy is better prepared than other forms of therapy for this responsibility.—(L. B. Heathers).

2774. **Whitaker, Carl A., & Malone, Thomas P. The roots of psychotherapy.** New York: Blakiston Co., 1953. xvii, 236 p. $4.50.—This book is divided into three sections dealing respectively with the foundation, the process, and techniques of psychotherapy. The type of therapy advocated by the authors is a brief, intensive therapy, the emphasis of which is the patient-therapist relationship. 63-item bibliography.—(J. A. Stern).

2775. **Wolffheim, N. Handfertigkeiten als Erziehungshilfe bei "nervösen" Kindern.** (Manual training as an aid in the development of "nervous" children.) *Prax. Kinderpsychol. Kinderpsychiat.*, 1952, **1**, 137–140.—Hyperactive, emotionally labile, insecure, or quiet children between 6 and 12 years can be helped by a simple form of occupational therapy led by teachers in groups of 6 or 8.—(A. O. Ross).

2776. **Zierer, Edith. The function of occupational therapy in a psychiatric hospital.** *J. Hillside Hosp.*, 1953, **2**, 152–163.—The work of the Occupational Therapy Department at Hillside Hospital is described as a psychoanalytically oriented program of rehabilitation. Methods and approach are detailed with reference to both patients and staff.—(C. T. Bever).

(See also abstracts 1929, 1946, 1948, 2361, 2836, 2858, 2879, 2881, 3001, 3018, 3039, 3314, 3387)

Child Guidance

2777. **Ambrose, Gordon.** (Prince of Wales Hosp., Tottenham, Eng.) **Positive hypnotherapy versus negative psychotherapy in child psychiatry.** *Brit. J. med. Hypnotism*, 1953, **4** (3), 26–30.—The effect of the National Health Service upon the field of psychiatry is discussed. Since much of the psychiatric service offered under this plan is extremely brief and relatively ineffectual, the author considers it negative. In place of this he suggests a more positive type of therapy which incorporates hypnosis. Two short case histories are presented.—(A. D. Haggerty).

2778. **Bamford, Cora, & Heinstein, Martin.** (Children's Hosp., Oakland, Calif.) **Selecting patients at a preschool treatment center.** *J. psychiat. soc. Wk*, 1953, **22**, 189–194.—This paper deals with a study of intake at the authors' treatment center when an attempt is made "to select cases in which the mother's anxiety is sufficiently focused on the (preschool) child's difficulties to make guidance meaningful." The kind of problems that lend themselves to the treatment available is discussed.—(L. B. Costin).

2779. **Baumeyer, Franz. Bemerkungen zu Freuds Krankengeschichte des "Kleinen Hans."** (Comments on Freud's case history of "Little Hans.") *Prax. Kinderpsychol. Kinderpsychiat.*, 1952, **1**, 129–133.—The case of Little Hans is reviewed in the light of recent psychoanalytic formulations. The preoedipal developmental stages were not stressed sufficiently in Freud's analysis of the case. Many of Hans' symptoms point to difficulties in the oral phase.—(A. O. Ross).

2780. **Bernard, Viola W.** (Columbia U., New York.) **Application of psychoanalytic concepts to adoption agency practice.** In Heiman, M., Psychoanalysis and social work, (see **28**: 2572), 169–209.—The author relates psychoanalytic principles to aspects of adoption practice such as temporary care of infants awaiting adoption, earlier placements, prediction of abilities, placement of older children, casework service to natural parents, casework with prospective adoptive parents, functional infertility, the adoption worker's role and personality dynamics in relation to her professional role, casework supervision prior to legal adoption, the child's acquisition of knowledge about his adoption. 32 references.—(L. B. Costin).

2781. **Blos, Peter.** (Harvard U., Cambridge, Mass.) **The contribution of psychoanalysis to the treatment of adolescents.** In Heiman, M., Psychoanalysis and social work, (see **28**: 2572), 210–241.—Prefacing the general discussion is a presentation of "theory of adolescence." This includes attention to (1) adolescence and childhood, (2) preadolescence, (3) object relations, (4) narcissism, (5) ambivalence, (6) the ego at puberty, (7) experimentation, and (8) prolonged adolescence. The author then examines "the fundamental problems of technique which represent most succinctly the contribution of psychoanalysis" to the treatment of adolescents. This discussion includes (1) problems in diagnosis, (2) transference, (3) interpretation, (4) "acting out," (5) the parent in relation to treatment, (6) the personality of the therapist, and (7) the clinical setting. 37 references.—(L. B. Costin).

2782. **Fabian, Abraham A.** (Brooklyn (N. Y.) Juvenile Guidance Center.) **The adjustment of the child guidance clinic program to meet community needs.** *J. psychiat. soc. Wk*, 1953, **22**, 180–183.—The author reviews "the development of the theoretical concepts which have been crystallized in modern child guidance practices" and then examines briefly some of the problems of clinic organization, the establishment and fostering of good community relations, and the responsibility to meet the basic community need for treatment of the individual.—(L. B. Costin).

2783. **Fabian, Abraham A.** (Brooklyn (N. Y.) Juvenile Guidance Center.) **The contribution of psychoanalysis to the child guidance unit.** In Heiman, M., Psychoanalysis and social work, (see **28**: 2572), 124–152.—Briefly traced is the historical background of the child guidance movement. This is followed by a discussion of the contributions of psychoanalysis to psychiatric theory and the role of the social worker as therapist. The psychoanalytically oriented child guidance clinic program is then considered in terms of (1) diagnostic screening, (2) therapy—with parents, with children, its limitations and direction, qualifications of therapists, problems of supervision in therapy, (3) a training program for guidance personnel, (4) a research program and (5) a responsibility to serve as "a mental hygiene beacon in the community."—(L. B. Costin).

2784. **Gedda, Erik. Nervous behavior disturbances in childhood.** *Z. Kinderpsychiat.*, 1953, **20**, 65–75.—Among primary school children, a follow-up study reveals no intelligence differences between disturbed and well-functioning children. After four years, data are lacking for 20%, 30% were improved, 10% showed aggravated disturbances. Finger-sucking, stuttering, nail-biting and enuresis proved refractory; fright-anxiety syndrome and nervous anorexia improved readily.—(G. Rubin-Rabson).

2785. **Glasner, Sylvia.** (Children's Hosp., Philadelphia, Pa.) **Collaborative aspects of social casework in a children's hospital.** *Jewish soc. Serv.*

Quart., 1953, **29**, 397–408.—The individual personality problems of the professional worker who is a member of a hospital team are brought into proper perspective by Glasner who recognizes the importance of mutual learning together and working out together of inter-disciplinary problems as the real clue to an effective, cooperative multiprofessional approach. The importance of the case workers' "knowledge of, an identification with, and a respect for the total view of children's hospitalization held by the administration of the hospital" is called to attention.—(M. A. Seidenfeld).

2786. **Glover, Edward. Psycho-analysis and child psychiatry.** London, Eng.: Imago Publ. Co., 1953. ix, 42 p. 6*s*.—"Dr. Glover has now attempted a systematic classification of the mental disorders of children, proceeding from what he calls the functional mental disorders of infancy to the more elaborate and organized 'symptom-formations' (psychoneuroses etc.) of later childhood. The concepts of 'psycho-somatic disease' and of 'child-psychosis' are examined in some detail and their place in a hierarchy of pathological formations clarified. The scope of psycho-analytical technique in the psychiatric treatment of children is also considered and its natural limitations in this field indicated and explained."

2787. **Glover, Edward. Psycho-analysis and child psychiatry.** *Samīksā*, 1952, **6**, 141–162.—Neither Freudian nor Kleinian views can be directly verified analytically in children under 2.5 yrs of age. Psychoanalytic observations of infants must be subjected to rigid statistical control. Infant personality represents the interplay of dominant mechanisms, dominant instincts, and primitive differentiations of structure. Constitutional factors exert maximum influence on psychic structure and function during the first 2.5 yrs of life. Infant psychiatry is more concerned with character abnormalities than with clinical symptoms. Childhood disorders consist of disturbances of function and development and of symptom-formations. Diagnosis of childhood disorders includes valuation of total function at different stages from postnatal life down to the present.—(D. Prager).

2788. **Green, Sidney L., & Rothenberg, Alan B. A manual of first aid for mental health in childhood and adolescence.** New York: Julian Press, 1953. vii, 279 p. $4.00.—Designed as an organized guide for dealing with the emergency problems of emotionally disturbed children and adolescents, the volume outlines in everyday language what can be done effectively and what should be left to professionals. Criteria for mental health and illness are outlined. Specific situations, from sexual problems to enemy bombing, are considered with appropriate do's and don't's, prognosis, workshop examples, and discussion questions. Also included are suggestions on how to obtain professional assistance, a glossary of terms, and 22 references.—(H. P. David).

2789. **Kahn, D. Le problème des jeunes sans famille.** (The problem of homeless children.) *BINOP*, 1953, **9**, 3–13.—4 case histories of Jewish adolescents separated from their families at an early age. A summary of the clinical history and of the results obtained with a battery of tests (Binet-Simon, Porteus, Kohs, Düss, T.A.T., Draw-A-Person, Rorschach, Stein, motor and manipulation tests) is given. Rehabilitation measures and results are briefly outlined. Psychotherapy was used in 3 of the 4 cases, but vocational rehabilitation is given the main emphasis.—(G. Dufresne).

2790. **Kahn, Jacob P. Treatment of a withdrawn girl.** *Amer. J. Orthopsychiat.*, 1953, **23**, 629–643.—This is the case of a 4.5 year old withdrawn child whose therapy consisted of a threefold approach: treatment of the child in biweekly individual psychiatric sessions; placement of the child in the nursery school twice a week; and treatment of the mother by the social worker. In the discussion Irving Kaufman said that the first and most important aspect of the treatment was Dr. Kahn's positive feeling for the child which he obviously communicated to her.—(R. E. Perl).

2791. **Kaplan, Lillian K. Foster home placement.** In Heiman, M., Psychoanalysis and social work, (see **28**: 2572), 153–168.—The contribution of psychoanalysis to foster home placement has been especially important in three areas: (1) education—consultation to further the caseworker's understanding of the psychodynamics involved in interpersonal reactions, (2) diagnosis, and (3) treatment of children.—(L. B. Costin).

2792. **Krugman, Morris. (Chm.) The psychocultural approach in the Three Schools Project, Bronx. Round table, 1952.** *Amer. J. Orthopsychiat.*, 1953, **23**, 369–390.—Three child guidance clinics were established, one each in an elementary school, a junior high school and a senior high school. Mira Talbot describes the program with its emphasis on a psychocultural approach; Mary Louise Xelowski presents one case to show some elements of social work treatment with psychiatric consultation within a school structure. In the discussion, Luther E. Woodward says that the significance of these papers is that they consistently apply the psychocultural approach to clinic operations. This is something new in orthopsychiatry. Frank J. O'Brien suggests that therapists need an additional kind of required professional equipment, namely a thorough knowledge of the many characteristic elements in the mores of individuals who come from different cultures. He also outlines the problems involved in the working together of the Child Guidance staff and the teaching staff.—(R. E. Perl).

2793. **Krush, Thaddeus P. State-subsidized care and treatment of mentally ill children in Massachusetts.** *Amer. J. Psychiat.*, 1953, **109**, 817–822.—Presentation of statistics gathered over a 6-year period of operation of the children's unit at the Metropolitan State Hospital.—(F. W. Snyder).

2794. **Marfatia, J. C.** (Tata Inst. Soc. Sci., Bombay, India.) **Children with behavior problems.** *Indian J. soc. Wk.* 1953, **13**, 217–224.—The author presents a summary classification of child behavior problems and discusses some of the parental attitudes which contribute to their appearance.—(R. Schaef).

2795. **Parad, Howard J., & Young, Robert A.** (Guidance Camps Trust, Boston, Mass.) **Recording practices in a therapeutic camp.** *Amer. J. Orthopsychiat.*, 1953, **23**, 358–368.—A camp for emotionally disturbed children added a caseworker to their staff as record supervisor for the express purpose of instituting a system of uniform recording practices. This paper discusses (1) the mechanics of establishing recording procedure, (2) the develop-

ment of a recording outline, and (3) the educational process involved in working with staff, or in-service training. It gives a complete final summary of the type submitted to referring agencies.—(R. E. Perl).

2796. **Peck, Harris B.** (New York City Court of Domestic Relations.) **An application of group therapy to the intake process.** *Amer. J. Orthopsychiat.*, 1953, **23**, 338–349.—Group intake has been attempted in the Treatment Clinic attached to the Children's Division of the New York City Court of Domestic Relations. This process seems most helpful in (1) supplementation and elaboration of the diagnostic understanding of the client and of the total situation, (2) contributions to the validity and realistic nature of intake decisions by both client and agency, and (3) facilitation of the ultimate treatment plan. The court clinic experience may be applicable to other agencies and institutions in improving the effectiveness of their intake procedures.—(R. E. Perl).

2797. **Roudinesco, Jennie.** (Ney Polyclinic, Paris, France.) **Mental health problems of children, ages one to six.** *J. Amer. med. Wom. Ass.*, 1953, **8** (2), 43–46.—Mental hygiene problems in children 1 to 6 years of age before the Ney Polyclinic, Paris, over a period of 2 years are categorized and described.—(F. C. Sumner).

2798. **Wineman, David. Care of emotionally disturbed children.** *Amer. J. Nurs.*, 1953, **53**, 555–560.—The nurse faces a challenging problem when emotionally disturbed children are hospitalized for physical illnesses. An understanding of certain principles of mental hygiene is essential to cope with them successfully in order to (1) avoid intensifying already existing emotional pathologies, and (2) facilitate handling emotional reactions and behavior which would delay or prevent treatment of the physical disease.—(S. M. Amatora).

(See also abstracts 2327, 2351, 2775, 2937, 3177)

Vocational Guidance

2799. **Alon-Bakaliar, Sh. Midat y'tsivuta shel han'tiya hamiktsoit.** (Degree of stability in vocational interest.) *Habinukh*, 1952/53, **25**, 44–56.—3 groups of children were examined by various methods. (1) Vocational interest of 200 pupils was examined by a direct questionnaire and by an indirect inventory; the examination showed the same results. (2) Stability of vocational interest is shown by a study of 7 individual cases. (3) 2 groups of school leavers (in 1943/44, and in 1952) showed rise in ambition and interest in higher positions in society. Establishment of the State of Israel has no impact upon choice of vocations connected with civil or military services.—(H. Ormian).

2800. **American Personnel and Guidance Association. Committee on Professional Practices.** (1534 "O" St., N. W., Washington, D. C.) **1953 supplement to the 1951 directory of vocational counseling services; an approved list....** Washington, D. C.: Author, 1953. 32 p. 50¢.—This supplement (see **26**: 365) lists all approved vocational counseling agencies together with address and name of director. In a separate listing, more complete information of all newly-approved agencies is given. Names of agencies listed in 1951 but not included in this supplement are given in the final section.—(A. J. Sprow).

2801. **Karp, William.** (New York Association for New Americans, Inc.) **The application of vocational services to supplementary assistance cases.** *Jewish soc. Serv. Quart.*, 1953, **29**, 286–292.—Recent immigrants who are employed but with earnings below minimal standards require supplementation. The author discusses the part which a well planned vocational service may render in bringing the immigrant up to the self-supporting level. Careful placement in the first job, counseling in job adjustment, referral to better paying jobs, training in the use of English, and vocational training are among the important factors considered.—(M. A. Seidenfeld).

2802. **Kline, Milton V., & Haggerty, Arthur D. An hypnotic experimental approach to the genesis of occupational interests and choice. III. Hypnotic age regression and the Thematic Apperception Test—a clinical case study in occupational identification.** *J. clin. exp. Hypnosis*, 1953, **1** (3), 18–31.—This paper discussed further the uses of certain hypnotic techniques for the study of the backgrounds of occupational interests and vocational choices. The results indicate that hypnotic age regression has great value and considerable validity in the experimental investigation of the development of such interests and attitudes. Likewise, these procedures appear to have value in the clinical treatment of certain cases of vocational maladjustment.—(E. G. Aiken).

2803. **Lustig, Paul.** (Jewish Vocational Service, Newark, N. J.) **Theoretical perspective of vocational service.** *Jewish soc. Serv. Quart.*, 1953, **29**, 278–285.—The theoretical framework of vocational service is considered. Vocational service is defined as "the process of helping an individual make an adjustment to an occupation." Lustig points out, however, that there is a great deal of difference between placement interviewing and vocational counseling. Therefore, different people are required to carry on the different requirements of clients seeking aid.—(M. A. Seidenfeld).

2804. **Ormian, Haim. Han'tiya hamiktsoit shel talmidey batey hahinuh haarets.** (Vocational interest of pupils in the schools of the "Labour Trend" in Israel.) Tel Aviv: Urim Press, 1952. 185 p.—2131 pupils in 1937 and 1255 in 1949 in the 4–10th grades were examined. Dynamics of choosing and rejecting occupations are analysed as conditioned by social and ideological atmosphere, kind of settlement, age, sex, youth movement, parents' occupation, trend of the school, level of intelligence, occupational structure of the population, and knowledge of work. The society and its ideals, the individual and his level of aspiration, and the work and its prestige are examined as motives of choosing and rejecting occupations. Manual work (especially agriculture) is desired to an unusual extent, professions are wanted to a small extent, unskilled labour and business are rejected, and only few cannot decide. All children show preference for social and national motives. In 1949, the interest in professions increased, whereas that in agriculture and social motivation, as well as unity and stability of choosing, decreased. 154-item bibliography.—(H. Ormian).

2805. **Wesman, Alexander G. Better than chance.** *Test Serv. Bull.*, 1953, No. 45, 1–5.—As do all other statistics, standard errors of estimate and validity coefficients require full understanding. For all of us,

our errors of estimate will always be greater than we would like. The precision of our estimates will be less than perfect, and we shall aim constantly to increase that precision. At the same time, if a test will increase appreciably our ability to predict (even though broadly) performance in curricula or careers, let us use it—with caution, but also with gratitude. A blade not sharp enough for shaving can still be used to cut a knot.—(G. C. Carter).

(See also abstracts 2260, 2856, 2857, 3164, 3276, 3322, 3323, 3387)

BEHAVIOR DEVIATIONS

2806. **Birch, Herbert G.** (Coll. City New York.) **Psychology and culture.** In Wortis, J., Basic problems in psychiatry, (see **28**: 2849), 90–106.—Examination of certain different cultures shows that it is not so much early training practices which are crucial in development of important areas of human behavior as the entire cultural matrix, with training merely the device for transmission of social values.—(W. L. Wilkins).

2807. **Blain, Daniel. Survey of extent and distribution of psychiatric skill and experience in the United States and Canada.** *Amer. J. Psychiat.*, 1953, **109**, 783–788.—The availability of psychiatric services in America is reviewed.

2808. **Brown, Saul L. Some observations on the role of an Army psychiatrist.** *Amer. J. Psychiat.*, 1953, **110**, 110–114.—The writer spotlights some problems facing the recently trained psychiatrist on active duty in the military services. His possible ambivalence in an authoritarian atmosphere, his need for understanding the cultural framework in which he works, the problem of limited communication, the sources of frustration and some areas for personal growth and further study are discussed. —(N. H. Pronko).

2809. **Cavanagh, John R.** (Georgetown U., Washington, D. C.), **& McGoldrick, James B. Fundamental psychiatry.** Milwaukee: Bruce, 1953. x, 582 p. $5.50.—Covering the expected areas of etiology, diagnosis and therapy of neuroses and psychoses, with additional chapters on psychopathic personality, epilepsy, mental deficiency, and sex disturbances, this book's theoretical framework is Thomistic and Freudian repressed unconscious is contrasted with a concept of marginal consciousness. The final section considers the relations of psychiatry, philosophy, and religion.—(W. L. Wilkins).

2810. **Davison, Arthur H.** (Milwaukee (Wis.) County Hosp. for Mental Diseases.) **A comparison of the fantasy productions on the Thematic Apperception Test of sixty hospitalized psychoneurotic and psychotic patients.** *J. proj. Tech.*, 1953, **17**, 20–33.—TAT records of 60 hospitalized psychoneurotic and psychotic, white, male, World War II veterans, divided into 6 diagnostic groups of 10 each were analyzed according to feelings, outcomes and interpersonal relationships. "An attempt was made to determine the extent to which the TAT, in terms of a particular method of analyzing stories, can be used as a means of differentiating between the groups on a specific number of variables... the results of the present investigation suggest that Fine's method of scoring TAT records provides a reliable technique that uncovers some highly interesting and suggestive differences between clinical groups."—(S. Hutter).

2811. **Frauchiger, Ernst. Seelische Erkrankung bei Mensch und Tier; eine Grundlage für eine vergleichende Psychopathologie.** (2 Auf.) (Psychic diseases in man and animal; an introduction to a comparative psychopathology). (2d ed.) Bern: Hans Huber, 1953. 285 p. sFr/DM 26.80.—This edition differs from the first (see **21**: 3525) in that the material has been more highly organized within von Klage's biocentric system. The book has been brought up to date in terms of knowledge accrued since publication of the first edition.—(J. A. Stern).

2812. **Gantt, W. Horsley.** (Johns Hopkins U., Baltimore, Md.) **The physiological basis of psychiatry: the conditional reflex.** In Wortis, J., Basic problems in psychiatry, (see **28**: 2849), 52–89.—Basic concepts in conditional reflex research are reviewed, including relationships to pain-pleasure principle, the experimental neurosis, schizokinesis—maladaptation of visceral responses to the obvious requirements of the organism—, and autokineses—dysfunction—and implications for the study of the patient and for the setting up of a preventive psychiatry. 41 references.—(W. L. Wilkins).

2813. **Gellhorn, Ernst.** (U. Minnesota, Minneapolis.) **Physiological foundations of neurology and psychiatry.** Minneapolis, Minn: University of Minnesota Press, 1953. xiii, 556 p. $8.50.—Experimental and clinical physiological foundations of neuropsychiatry are organized into 6 parts: Intrinsic and extrinsic factors regulating neuronal activity; contributions to the physiology and pathology of movements; physiological basis of consciousness; aspects of autonomic physiology; integrations including principles of neuro-endocrine action, the physiological basis of emotion, factors involved in conditioning, homeostasis, and the constancy of the external environment; and applications to schizophrenia, the autonomic nervous system, and shock therapy, the physiological foundations of carbon dioxide therapy, and physiological principles for the therapy of psychoneuroses and functional psychoses. 1263-item bibliographical index of authors.—(A. J. Sprow).

2814. **Guze, Samuel B., Matarazzo, Joseph D., & Saslow, George.** (Washington U., St. Louis, Mo.) **A formulation of principles of comprehensive medicine with special reference to learning theory.** *J. clin. Psychol.*, 1953, **9**, 127–136.—A schema is proposed for conceptualizing all disease conditions, whether these are primarily somatic or psychogenic. This schema involves analyzing the environmental stresses and the state of the individual at the time these stresses are operating; these two factors lead to physiological changes which in turn lead to symptoms and to further responses determined by the individual's past learning. Motivation and emotion are regarded as aspects of the physiological changes, the terms referring to degrees of similar reactions. Psychotherapy is viewed as analogous to any other treatment procedure but one where the specifics of the procedure are at present less clearly defined for the practitioner. 22 references.—(L. B. Heathers).

2815. **Haun, Paul.** (Bowman-Gray School of Medicine, Winston Salem, N. C.) **Of fences and neighbors.**

Ment. Hyg., N. Y., 1953, **37**, 219–227.—Essentially a serious plea for the removal of the barriers which block the ready acceptance of the mentally ill and emotionally disturbed individuals from being accepted within their social groups. This resistance, in part at least, is even found among those dedicated to the alleviation or correction of psychopathology. The removal of these barriers is not viewed as easy of accomplishment and the "good neighbor policy" needs to be applied to our mental institutions as well as to our political and social relationships. —(M. A. Seidenfeld).

2816. **Hoch, Paul H.** (New York State Psychiatric Inst., New York.) **Schools of psychiatry.** In Wortis, J., Basic problems in psychiatry, (see **28**: 2849), 126–145.—Principal contributions of the different psychodynamic schools are considered.—(W. L. Wilkins).

2817. **Holzberg, Jules D., & Wittenborn, J. Richard. The quantified multiple diagnostic procedure in psychiatric classification.** *J. clin. Psychol.*, 1953, **9**, 145–148.—"Symptom description is an important aspect of the study of the psychiatric patient. A quantified multiple diagnostic procedure has been described which is a useful contribution to the reliable and valid classification of symptomatology. The use of factor analytic methods and the quantified multiple diagnostic procedures that they yield were discussed in terms of the future research in this area."—(L. B. Heathers).

2818. **Honigmann, John J.** (U. N. Carolina, Chapel Hill.) **Toward a distinction between psychiatric and social abnormality.** *Soc. Forces*, 1953, **31**, 274–277. —"We . . . distinguish deviance from psychopathology by defining the deviant with reference to the values and standards of his group while identifying the psychopath through the use of universal indicators borrowed from psychiatry. We suggest that the deviant, more often than the psychopath, can find adjustment by shifting to a group where his behavior is accepted."—(B. R. Fisher).

2819. **Karnosh, Louis J.** (Western Reserve U., Cleveland, O.), **& Mereness, Dorothy. Psychiatry for nurses.** (4th ed.) St. Louis, Mo.: C. V. Mosby, 1953. 516 p. $4.50.—"This edition [see **24**: 3769] stresses the important and some of the less important functions and obligations of the nurse . . . helping those who are mentally ill. These nursing aspects are emphasized without minimizing the basic or more academic phases in the practice of psychiatry." The new terminology and classification of mental and nervous disorders as proposed by the American Psychiatric Association have been adopted with some reservations in this edition.—(A. J. Sprow).

2820. **Kaufman, M. Ralph. The role of the psychiatrist in a general hospital.** *Psychiat. Quart.*, 1953, **27**, 367–381.—The writer has attempted to present a basic philosophy of the function of the psychiatrist in medicine and to reflect the factors that enter into the integration of psychiatry into medicine.—(D. Prager).

2821. **Kerbikov, O. V. Osnovnye itogi obsuzhdeniia proekta programmy kursa psikhiatrii.** (Basic summary of the discussion on the project of the syllabus for the course in psychiatry.) *Zh. Nevropat. Psikhiat.*, 1952, **52**(11), 8–13.—A summary of discussions aimed at setting up a course in psychiatry based on Pavlovian principles.—(I. D. London).

2822. **Lantz, Herman R.** (Southern Illinois U., Carbondale.) **Population density and psychiatric diagnosis.** *Sociol. soc. Res.*, 1953, **37**, 322–326. —The sample consists of 1,000 men in the U. S. Army Air Force, officers and enlisted personnel, white and colored, from differing geographical regions and between the ages of 15 and 44. All had been referred to a mental hygiene clinic for numerous reasons, broadly for (1) psychosomatic illness as detected by medical officer, or (2) evidence of social maladjustment. Detailed analysis and comparison with other studies are given. The survey suggests better mental health in favor of persons coming from sparsely populated regions.—(S. M. Amatora).

2823. **Levin, Max.** (350 Central Park West, New York.) **Ego boundary in childhood and in schizophrenia.** *Amer. J. Psychiat.*, 1953, **109**, 865.—A discussion of the mind-reading delusion, where the patient feels that he is no longer an independent being. This is related to childhood.—(F. W. Snyder).

2824. **Levinson, Harry.** (Topeka (Kans.) State Hosp.) **State hospitals are different now.** *Menninger Quart.*, 1953, **7**, 7–12.—This reply to Wendel's plea (see **28**: 2847) for improvement in the routine handling of state hospital patients stresses the major revolution in practice which has taken place in some mental hospitals since 1946.—(W. A. Varvel).

2825. **Lieberman, Alan A.** (Elgin (Ill.) State Hosp.) **A psychiatrist views the role of the psychiatric social worker in the mental hospital.** *J. psychiat. soc. Wk*, 1953, **22**, 195–199.—Problems in the role of the psychiatric social worker in the well-integrated psychiatric team are discussed with attention to achieving understanding from other hospital disciplines, responsibility for development of family care programs, intake, admission, and separation procedures, and history taking.—(L. B. Costin).

2826. **Llavero, F. Symptom und Kausalität; Grundfragen der Neurologie und Psychiatrie.** (Symptom and causality; basic problems of neurology and psychiatry.) Stuttgart: Georg Thieme, 1953. vii, 251 p. DM 33.—A presentation of some new concepts attempting an integration of neurological and psychiatric knowledge. Symptoms are described as the result of a decompensating process (Decompensationsvorgang). Specificity of symptoms are a function of the total personality and appear when the individual's ability to compensate is transgressed. Symptoms are not simply determined, i.e., a cause for a specific symptom, but are determined by a large number of interacting factors. These factors and their interactions are discussed, the author stressing the totality of the personality as determining the symptom. 7-page bibliography.—(J. A. Stern).

2827. **Loehrich, Rolf R. Oneirics and psychosomatics; an introductory treatise concerning a new theory of psychoanalysis, its logic and methodology.** McHenry, Ill.: Compass Press, 1953. xiv, 157 p. $6.00.—A new theory of psychosomatics and oneirics which has emerged from the study of hundreds of dreams of subjects and patients in view of parallels between the language of the dream and the language of the organism is formalized. The systematic presentation is made under the headings of preparations; methodology; reontology, semiotics, psychology, and norm-sciences; systematic oneirics and meta-oneirics; systematic psychosomatics; and

psycho-therapeutics. Statements are numbered consecutively.—(A. J. Sprow).

2828. **Lorr, Maurice.** (V. A. Central Off., Washington, D. C.) **The classification problem in psychopathology.** *J. clin. Psychol.*, 1953, **9**, 143–144.—"It has been suggested that a broader concept of diagnosis than is traditionally held is needful. Diagnosis is viewed as any process of measuring and describing a patient for a particular purpose with an implied prediction of future status. It is considered desirable to have a multidimensional set of quantified and independent measures within which both psychopathological syndromes and personality factors are represented. The diagnostic process will then consist of (a) measurement, (b) profiling and matching with known psychiatric group profiles, and (c) predicting from equations based on the diagnostic group to which the patient has been allocated."—(L. B. Heathers).

2829. **Matheney, Ruth V.** (New York U.), **& Topalis, Mary. Psychiatric nursing.** St. Louis: C. V. Mosby Co., 1953. 247 p. $3.25.—Intended as a text for the student nurse, the book emphasizes the understanding of patients rather than understanding psychiatry. Five units include: (1) personality (psychoanalytic), (2) principles of psychiatric nursing, (3) care of patients with functional deviate behavior patterns, (4) organic behavior disorders, (5) care of patients dependent on emotional crutches. An appendix includes a condensed classification of mental illnesses with diagnostic criteria, and glossary.—(S. M. Amatora).

2830. **Middleton, John.** (Terrell State Hosp., Tex.) **Prejudices and opinions of mental hospital employees regarding mental illness.** *Amer. J. Psychiat.*, 1953, **110**, 133–138.—A "prejudice" test about behaviour disorders was given to 392 state mental hospital employees representing every work group. Less educated and less intelligent employees were more prejudiced about mental illness than their opposites. The younger and less experienced groups showed less prejudice than their opposites. Non-attendants were, in most cases, equally prejudiced compared with attendant and medical workers. Standards of employment and orientation courses are suggested.—(N. H. Pronko).

2831. **Moll, A. E.** (Montreal (Que., Can.) General Hosp.) **Psychiatric service in a general hospital with special reference to a day treatment unit.** *Amer. J. Psychiat.*, 1953, **109**, 774–776.—A description of psychiatric service in a general hospital with advantages of a day treatment unit. Teamwork is stressed above elaborate physical surroundings.—(F. W. Snyder).

2832. **Mowrer, O. Hobart.** (U. Illinois, Urbana.) **Some philosophical problems in mental disorder and its treatment.** *Harvard educ. Rev.*, 1953, **23**, 117–127.—Contemporary clinical research demonstrates that psychoanalysis has its fair share of unrealistic and illusory thinking. Such evidence indicates that in neurotic conflict not desire, but rather conscience is repressed, and the symptoms represent an expression of a denied sense of shame and self-criticism. This alternative conception of neurosis as evasion and deception presumes individual rather than social responsibility, and the main objective of therapy is to deepen the patient's sense of responsibility for his actions. Ethical responsibility is not inconsistent with the scientific view of human nature and the great ethical principles of religion are man's psychological and social salvation.—(R. C. Strassburger).

2833. **Overholser, Winfred.** (St. Elizabeths Hosp., Washington, D. C.) **The psychiatrist and the law.** New York: Harcourt, Brace, 1953. x, 147 p. $3.50.—These lectures by the recipient of the Isaac Ray Award consider 4 aspects of forensic psychiatry: history and present position of psychiatry; some differences of viewpoint between law and medicine; the differing state laws governing the mentally ill; and the role of the psychiatrist in the courtroom. 118 references.—(A. J. Sprow).

2834. **Pacella, Bernard L., Doltolo, Joseph J., & Fleischer, Murray S. Narcophotic stimulation of psychiatric patients.** *A.M.A. Arch. Neurol. Psychiat.*, 1953, **69**, 772–773.—Abstract.

2835. **Pasamanick, Benjamin.** (Johns Hopkins U., Baltimore, Md.) **The scope and limitations of psychiatry.** In Wortis, J., Basic problems in psychiatry, (see **28**: 2849), 26–51.—Psychiatry is the "medical specialty which deals with the recognition and treatment of diseases which manifest themselves, or have their origin, on the psychologic level of integration." Preventing wars, curing delinquency, appropriating the field of public health are outside the scope of psychiatry. The roles of psychiatrist, clinical psychologist, and social worker are considered from the standpoint that psychotherapy is not inherently a medical procedure. 21 references.—(W. L. Wilkins).

2836. **Pflanz, M. Übersicht über die wichtigste deutschsprachige Nachkriegsliteratur auf den Gebieten Psychosomatik, Psychotherapie und Orthopädagogik.** (Review of the most important German-language post-war literature in the areas of psychosomatics, psychotherapy and orthopedagogics.) *Acta psychother. psychosom. orthopaedagog.*, 1953, **1**, 83–94.—The author reviews 60 post-war books and lists 4 new journals in German dealing with psychotherapy, psychosomatics and orthopedagogics.—(G. Rubin-Rabson).

2837. **Postell, William Dosite.** (Louisiana State U. Sch. Med., New Orleans.) **Mental health among the slave population on southern plantations.** *Amer. J. Psychiat.*, 1953, **110**, 52–54.—Inventory and appraisement records of estates as recorded in probate court show a ratio of slaves suffering from nervous or mental disease of 1:85.8. The figure for the entire U. S. population today is 1:16. Since the 1840 census gives a ratio of 1:995 for whites in the North and 1:945.3 for whites in South as compared with a ratio of 1:144.5 for negroes in the North and 1:1,558 for negroes in the South, it is conjectured that these records give a more accurate picture of psychopathology among the ante-bellum slaves. It is further stated that because Southern planters could teach their "insane" slaves simple duties or because they had poor concepts of whom to class as insane, they failed to report such afflictions to the census takers.—(N. H. Pronko).

2838. **Redlich, Fritz, & Bingham, June. The inside story; psychiatry and everyday life.** New York: Alfred A. Knopf, 1953. xiv, 280 p. $3.75.—"By means of 100 cartoons and a text free of professional jargon" the authors have related psychiatry's basic discoveries to everyday life.—(M. J. Wayner, Jr.).

2839. **Redlich, F. C., Hollingshead, A. B., Roberts, B. H., Robinson, H. A., Freedman, L. Z., & Myers, J. K.** (Yale U., New Haven, Conn.) **Social structure and psychiatric disorders.** *Amer. J. Psychiat.*, 1953, **109**, 729–734.—The relationship between social level and psychiatric disorders were explored by a demographic study of patients in metropolitan New Haven, and by a background study of the stratification of a sample of the general population in the same community. Statistically significant relationships were found between social level and (1) prevalence of psychiatric patients, (2) types of disorders, and (3) types of therapy.—(F. W. Snyder).

2840. **Riese, Walther.** (Medical Coll. Virginia, Richmond.) **The conception of disease; its history, its versions and its nature.** New York: Philosophical Library, 1953. 120 p. $3.75.—The conceptions treated historically and critically are the Stoic, the Platonic or cosmological, the moral, the Hippocratic or historical, the Galenic or physiological, the anatomical, the etiologic, the social, the psychological, the ontological, the biographic, and the metaphysic.—(W. L. Wilkins).

2841. **Rud, Finn. Euthanasia.** *J. clin. exp. Psychopath.*, 1953, **14**, 1–12.—Euthanasia is discussed from the point of view of a person's legal right to avoid suffering and long agony of an incurable disease by having his life brought swiftly and painlessly to an end. This type of so-called "mercy killing" is analyzed from the viewpoints of legal philosophy, natural science, religion, and medical jurisprudence. After viewing the evidence, the author concludes that euthanasia is not a genuine right of man and rejects it as a method of relief. Spanish and French summaries.—(G. A. Muench).

2842. **Simonov, P. V. O nepravil'nom ponimanii termina "vysshaia nervnaia deiatel'nost'," protivorechashchem filosofskim osnovam uchenia I. P. Pavlova.** (On an incorrect conception of the term, "higher nervous activity," contradicting the philosophical bases of I. P. Pavlov's theory.) *Zh. Nevropat. Psikhiat.*, 1952, **52**(11), 51–53.—Despite the accusation of "vulgar materialism" psychopathology is to be viewed as "pathology of higher nervous activity," and the attempt to bring up the issue of reductionism is a form of "concealed idealism." Quotations from the works of Lenin and Pavlov are adduced to prove the thesis. Deeper study of Pavlov's writings and the "creative mastery" of Marxism are necessary for the "successful development of a Soviet psychiatry, reconstituted on the basis of the materialist theory of I. P. Pavlov." —(I. D. London).

2843. **Skatkov, M. E. K voprosu o nasledstvennom predraspolozhenii k patologicheskim protsessam.** (On inherited predisposition to pathological processes.) *Zh. Nevropat. Psikhiat.*, 1952, **52**(11), 63–65.—Psychopathological processes may exhibit hereditary predispositions resulting from the accumulation of environmental influences over a series of generations.—(I. D. London).

2844. **Spence, Kenneth W.** (U. Iowa, Iowa City.), **& Taylor, Janet A. The relation of conditioned response strength to anxiety in normal, neurotic, and psychotic subjects.** *J. exp. Psychol.*, 1953, **45**, 265–272.—An investigation of the ease of eyelid conditioning between normal, neurotic, and psychotic subjects. The CS was an increase in brightness of a disc, and the UCS was a puff of air to the right eye. Results showed that psychotics were significantly higher in conditioning performance than the other two groups. "Conditioning performance was also related to scores on a test of manifest anxiety for both the normal and patient groups." 24 references.—(A. K. Solarz).

2845. **Thompson, George N. Psychiatric progress in California.** *Amer. J. Psychiat.*, 1953, **109**, 777–781.—A history of the development of psychiatry in California from 1851 to the present is given. —(F. W. Snyder).

2846. **Vallejo Nájera, A.** (U. Madrid, Spain.) **Clinical reflections on psychiatric research.** *J. clin. exp. Psychopath.*, 1952, **13**, 211–224.—The author reviews psychiatric theory and research from the point of view that such theory and research must explain facts empirically and without philosophic principles since philosophy tends toward metaphysics which in turn retards scientific progress in psychiatry. He reviews the philosophic orientation, Binswanger's existentialist analysis, Jasper's psychiatric phenomenology, physiopathologic research, anatomoneurologic research, biopathologic research, and Gonzalo's theory of cerebral dynamics. He then discusses his own tendency toward a constitutionalist theory of mental illness and describes some of his own clinical investigations. He concludes with the warning that the research man must not adhere too rigidly to any theory since that might interfere with objective discovery.—(G. A. Muench).

2847. **Wendel, Lulu. If I am ever mentally ill again.** *Menninger Quart.*, 1953, **7**, 6; 23–32.—This account of a patient's experiences in a poorly staffed state hospital is reprinted from a 1946 issue of *Modern Hospital* and is accompanied by a description of what is now being done to make sure that state hospitals are different.—(W. A. Varvel).

2848. **Wiener, Norbert.** (Massachusetts Institute of Technology, Cambridge.) **Problems of organization.** *Bull. Menninger Clin.*, 1953, **17**, 130–138. —Examples are given of the breakdown of homeostatic mechanisms by the malfunctioning of some of their parts, by general overloading, or by overcorrection. Three ways are suggested by which the broken-down organization observed in mental disorders may be attacked: (1) To use the psychiatrist and his judgment as a homeostat; (2) to put the patient in an environmental situation which is itself more or less automatically homeostatic and will tend to counter serious departures from equilibrium; (3) to try to locate the ineffective links in the chain and to find a way of reinforcing them or of replacing them by automatic links established by training.—(W. A. Varvel).

2849. **Wortis, Joseph. (Ed.)** (Jewish Hosp., Brooklyn, N. Y.) **Basic problems in psychiatry.** New York: Grune & Stratton, 1953. v, 186 p. $4.50. —The present popularity of psychiatry, the confusion of schools of thought, and the need for reexamination of the foundations of the science are reasons for the critical chapters, each of which is separately abstracted.—(W. L. Wilkins).

2850. **Wortis, Joseph. Some recent developments in Soviet psychiatry.** *Amer. J. Psychiat.*, 1953, **109**, 641–649.—An account of discussion and debate on the physiological teachings of Pavlov in July, 1950 under the auspices of the USSR Academy of Medical

Scientists. The stenographic report has been published. A new monthly neuropsychiatric journal was inaugurated. A report is also made on Soviet psychiatric practice as given by a psychiatrist from Oslo who visited Russian psychiatric institutions and spoke with leading psychiatrists. A comparison between Soviet and American psychiatry is offered. —(F. W. Snyder).

Mental Deficiency

2851. **Benoit, E. Paul.** (U. Connecticut, Storrs.) **More fun for institutionalized retarded children.** *Amer. J. ment. Defic.*, 1953, **58**, 93–107.—A plea is made for more fun for the institutionalized mentally retarded population. The author offers guidance to training aides in view of enabling them to function as recreational leaders in the residential units and thus brighten the home life of their charges. The paper presents the results of the author's own observations and experimentation.—(V. M. Staudt).

2852. **Campbell, James A.** (Letchworth Village, Thiells, N. Y.) **Electric shock treatment in mental deficiency.** *Amer. J. ment. Defic.*, 1953, **58**, 112–113.—The use of electric shock on 47 cases of disturbed low grade defectives is described as having been of little value. In cases of definite psychoses associated with mental deficiency electric shock is claimed to have proved of value, however.—(V. M. Staudt).

2853. **Cassel, Margaret E.** (Training Sch., Vineland, N. J.) **A note on exogenous factors in the case histories of mongoloid individuals.** *Training Sch. Bull.*, 1953, **50**, 65–70.—Classification of all mongoloids at the Vineland School on the Riggs-Cassel system suggests that these patients are not a homogeneous group free from organic pathologies of significance in the etiology of other types of defective children.—(W. L. Wilkins).

2854. **Cassel, Margaret E., & Riggs, Margaret M.** (Training Sch., Vineland, N. J.) **Comparison of three etiological groups of mentally retarded children on the Vineland Social Maturity Scale.** *Amer. J. ment. Defic.*, 1953, **58**, 162–169.—The Vineland Scale was given to 3 groups of mentally defective subjects, 20 in each group: (1) familial, (2) organic, (3) unexplained. The Familial subjects were found to be relatively competent in all areas; Organics are relatively incompetent in all areas, and the Unexplained cases have a well defined pattern of competence in some areas and incompetence in others.—(V. M. Staudt).

2855. **Delp, Harold A.** (Training Sch., Vineland, N. J.), **& Lorenz, Marcella. Follow-up of 84 public school special class pupils with IQ's below 50.** *Amer. J. ment. Defic.*, 1953, **58**, 175–182.—The results of a follow-up of low-grade mental defectives who had had the benefits of special education at one time are reported. The implications for special education and research are indicated.—(V. M. Staudt).

2856. **DiMichael, Salvatore G.** (Off. Voc. Rehab., Washington, D. C.) **Vocational rehabilitation works for the mentally retarded.** *Training Sch. Bull.*, 1953, **50**, 43–49.—Reprinted from *Personnel Guid. J.* (see **28**: 1180).

2857. **DiMichael, Salvatore G., & Terwilliger, W. Bird. Counselors' activities in the vocational rehabilitation of the mentally retarded.** *J. clin. Psychol.*, 1953, **9**, 99–106.—This article introduces a symposium instigated by the federal Office of Vocational Rehabilitation on counseling the mentally retarded and their parents. It illustrates the community nature of such work by describing the varied contacts of counselors for a sample of cases seen at 11 state vocational rehabilitation centers.—(L. B. Heathers).

2858. **Doll, Edgar A. Counseling parents of severely mentally retarded children.** *J. clin. Psychol.*, 1953, **9**, 114–117.—The type of counsel given parents of retarded children depends on the etiology, nature, and prognosis of the deficiency, the socio-economic conditions unique to each family, the age period of the defective person, etc.—(L. B. Heathers).

2859. **French, Anne C., Levbarg, M., & Michal-Smith, H. Parent counseling as a means of improving the performance of a mentally retarded boy; a case study presentation.** *Amer. J. Ment. Defic.*, 1953, **58**, 13–20.—The case of a 14 year-old mentally retarded boy is described because of the marked improvement in his behavior and adjustment during a one-year period in which his mother received guidance and supportive therapy. The value of parent counseling as a means of securing improved functional efficiency in mentally retarded children is illustrated.—(V. M. Staudt).

2860. **Garland, Hugh, & Moorhouse, Doreen.** (General Infirmary, Leeds, Eng.) **An extremely rare recessive hereditary syndrome including cerebellar ataxia, oligophrenia, cataract, and other features.** *J. Neurol. Neurosurg. Psychiat.*, 1953, **16**, 110–116.—The authors describe a rare hereditary syndrome which seems to be determined by a single autosomal recessive gene. The syndrome consists of congenital stationary cerebellar ataxia, mental deficiency, cataracts progressing to blindness, minor skeletal abnormalities, and vascular hypertension. The pedigrees and clinical features of previously published cases are analyzed and two new cases are described.—(M. L. Simmel).

2861. **Gibson, R.** (U. St. Andrews, Scotland.) **A survey of special types encountered in mental deficiency clinics.** *Amer. J. ment. Defic.*, 1953, **58**, 141–142.—The variety of types encountered in mental deficiency clinics is described with specific reference to the author's observations in Scotland. —(V. M. Staudt).

2862. **Halberg, Franz; Engel, Rudolf; Treloar, Alan E., & Gully, Raymond J. Endogenous eosinopenia in institutionalized patients with mental deficiency.** *A.M.A. Arch. Neurol. Psychiat.*, 1953, **69**, 462–469.—Eosinophile counts made by study of 18 adult aments living under controlled conditions demonstrated the occurrence of endogenous eosinopenia in all subjects. These and other findings supported the hypothesis of a functioning adrenal cortex in the defective.—(L. A. Pennington).

2863. **Heath, Samuel Roy, Jr. The relation of rail-walking and other motor performances of mental defectives to mental age and etiological type.** *Dissertation Abstr.*, 1953, **13**, 260–261.—Abstract of Ph.D. thesis, 1953, U. Pennsylvania. Microfilm of complete manuscript, 85 p., $1.06, University Microfilms, Ann Arbor, Mich., Publ. No. 4932.

2864. **Jervis, George A.** (Letchworth Village, Thiells, N. Y.) **Phenylpyruvic oligophrenia defi-**

ciency of phenylalanine-oxidizing system. *Proc. Soc. exp. Biol., N. Y.*, 1953, **82**, 514–515.—By biochemical study of autopsy material the evidence suggested that the absence of an enzymatic system in the liver was responsible for the patient's inability to oxidize phenylalanine to tyrosine.—(L. A. Pennington).

2865. **Johnson, Elizabeth Z.** (U. Utah, Salt Lake City.) **The clinical use of Raven's Progressive Matrices to appraise potential for progress in play therapy: a study of institutionalized mentally and educationally retarded children.** *Amer. J. Orthopsychiat.*, 1953, **23**, 391–405.—In a study of subnormal children, the author has found that the pattern of "Raven-high-relative-to-the-Binet" is indicative of superego capacity and hence potentiality for improvement through the emotional re-education of play therapy. In the discussion Anna S. Elonen raises several questions as to design of the study and techniques which are answered by Thorleif G. Hegge —(R. E. Perl).

2866. **Kane, Elizabeth D. Differential indications for the use of glutamic acid.** *Amer. J. Psychiat.*, 1953, **109**, 699–700.—Glutamic acid was given for a 3-month period to 106 emotionally immature, mentally retarded, brain insulted children with an average age of 9. In addition there were 11 epileptics, 9 psychotics and 10 normals (normals not given medication).—(F. W. Snyder).

2867. **Kille, Eleanor C.** (Southbury (Conn.) Training Sch.) **Therapy and training programs for middle grade, epileptic, physically handicapped and emotionally disturbed older children.** *Amer. J. ment. Def.*, 1953, **58**, 88–92.—The need for a highly specialized and carefully planned program is stressed. The author reminds that such a program can function smoothly within a school or training organization where medical and psychological consultive services are available.—(V. M. Staudt).

2868. **Laing, J. K. Collier. The education and training of mental defectives at Darenth Park.** *Ment. Hlth, Lond.*, 1952, **12**, 3–10.—The superintendent of a well known British hospital for defectives describes the system of training the hospital utilizes. The aim with every admission is to return the patient to the community in as useful a capacity as possible. Training is broadly divided into three main forms: "A. Forms devised to stabilize and adjust to society. B. Forms devised to develop manual dexterity. C. Forms devised as occupational therapy." Stress is placed on good staff people and individuals with widely varying skills can be used successfully in the programs provided there is proper attention to placement.—(G. E. Copple).

2869. **Lhéritier, A., & Bugniot, M.** (Centres Spécialisés, Paris, France.) **Education professionnelle et placement des débiles mentaux.** (Vocational education and placement of the mentally deficient.) *BINOP.*, 1953, **9**, 67–75.—A general description of the education and placement of the mentally deficient in France during the last 10 years, followed by a brief report from the director of one particular education center. This report offers the results of a follow-up enquiry on 306 trainees. Main emphasis is on preparing the mentally deficient to fit into a paternalistic social and occupational environment, as well as on teaching sets of simple manual operations which are practiced in the lower levels of many job families. Training for a specific job is heavily criticized.—(G. Dufresne).

2870. **MacLean, I. C. Laterality among retarded children.** *Bull. Brit. psychol. Soc.*, 1953, **20** (Inset), 4–5.—Abstract.

2871. **Mautner, Hans.** (Wrentham State Sch., Mass.) **Some unusual accidents followed by mental retardation.** *Arch. Pediat.*, 1953, **70**, 40–44.—"The importance of accidents for the mental deterioration of children is often underestimated." The role of accidents in feeblemindedness is illustrated by 4 cases, the condition related in prenatal period to drug or mechanical attempts at abortion or to delay of delivery until the physician arrives, and in postnatal period to auto accident injuries and to asphyxia. Prophylactic measures in the prevention of accidents are much more likely of success than therapeutic methods in feeblemindedness so far available.—(I. N. Mensh).

2872. **Morgan, Leonard, Jr.** (Kentucky Training Home, Frankfort.) **The chaplain and the mental defective.** *Amer. J. ment. Defic.*, 1953, **58**, 78–81.—The role of the chaplain at the Kentucky Training Home is described in terms of three types of service which he renders; first, that of the traditional role of minister; second, that of a spiritual counselor and guide and lastly in the field of public relations.—(V. M. Staudt).

2873. **O'Connor, N. The occupational success of defective boys.** *Bull. Brit. psychol. Soc.*, 1953, **20** (Inset), 3–4.—Abstract.

2874. **Price, Mary Alice.** (Columbus (O.) State School.) **The team approach to cottage problems.** *Amer. J. ment. Defic.*, 1953, **58**, 82–87.—A report is given of an exploratory study of one living unit at Columbus State School. The development of a clinical team and its approach to cottage problems are also treated.—(V. M. Staudt).

2875. **Richards, Margaret. The retarded child in a state school and the problems he presents from a parent's viewpoint.** *Amer. J. ment. Defic.*, 1953, **58**, 56–59.—Written by a member of the Dixon State Hospital Parents' Association this article discusses the retarded child and his problems in the state school from the parent's viewpoint.—(V. M. Staudt).

2876. **Sarason, Seymour B.** (Yale U., New Haven, Conn.). **Psychological problems in mental deficiency.** (2nd ed.) New York: Harper, 1953. x, 402 p. $5.00.—The major change in this second edition (see **24**: 2682) is the addition of three chapters concerned with the psychological aspects of the parental problem and dealing specifically with the interpretation of mental deficiency to parents, the problem of institutionalization, and professional training of workers with the defectives. 339-item bibliography.—(C. M. Louttit).

2877. **Schlanger, Bernard B. Speech measurements of institutionalized mentally handicapped children.** *Amer. J. ment. Defic.*, 1953, **58**, 114–122.—A series of measures designed to establish the present level of speech attainment of 74 mentally retarded institutionalized children was used. These included tests of articulation and word-count tests. In addition a test of sound discrimination was administered. Interrelationships among these tests as well as relationships with the MA and CA were determined. Results indicated the children's handicap in verbal

communication. Coefficients of correlation between the test scores and the MA score were higher than the relationship between the same scores and the CA. The highly significant relationships between the scores suggests the interdependence of the measures used. 23 references.—(V. M. Staudt).

2878. **Stacey, Chalmers L., & Reynolds, William F.** (Syracuse U., N. Y.) **The color preferences of a group of subnormals.** *Training Sch. Bull.*, 1953, **50**, 59–64.—For 134 institutionalized subnormal boys, orange was preferred by ages 8–12, red by 13–15, and blue by 16–18; for 195 girls red was preferred by ages 8–12 and 13–15, and blue by 16–18. —(W. L. Wilkins).

2879. **Thorne, Frederick C.** (U. Vermont, Burlington.), **& Dolan, Katherine M. The role of counseling in a placement program for mentally retarded females.** *J. clin. Psychol.*, 1953, **9**, 110–113.—"This paper has reported on the development and accomplishments of a state sponsored guidance and training program for female mental defectives. The Rutland Colony House operated by the Brandon (Vt.) State School was founded in 1925 and to date has trained more than 100 girls for community living. The philosophy behind the operation of the colony house is explained with special emphasis on the program of counseling and guidance which in our opinion has been largely responsible for its success. It is concluded that counseling and guidance with mental defectives requires a systematic and extensive use of directive methods intended to resolve every detail of adjustment which can be dealt with."—(L. B. Heathers).

2880. **Tizard, J.** (Maudsley Hosp., London, Eng.) **The effects of different types of supervision on the behaviour of mental defectives in a sheltered workshop.** *Amer. J. ment. Defic.*, 1953, **58**, 143–161. —Results are described of an experiment carried out to determine the effects of three types of supervision, designated as strict, friendly and laissez-faire, upon the productivity and behaviour of 36 high grade defective boys working in 3 sheltered workshops. Check lists of contacts with the boys were kept by nurses, as well as ratings of conduct and of quality of work produced. No great differences were found between the groups working under strict and under friendly supervision, both of which contrasted strongly with the group under laissez-faire observation.—(V. M. Staudt).

2881. **Weingold, Joseph T., & Hormuth, Rudolph P. Group guidance of parents of mentally retarded children.** *J. clin. Psychol.*, 1953, **9**, 118–124.— The authors describe the value to parents and children of group meetings of parents with mentally defective children. Examples are cited of group conferences for parents of both young and adolescent children.—(L. B. Heathers).

2882. **Whitney, E. Arthur. Mental deficiency, 1952.** *Amer. J. ment. Defic.*, 1953, **58**, 1–12.—A review of current findings on mental deficiency is presented. 23 references.—(V. M. Staudt).

Behavior Problems

2883. **Bang, Ruth.** (Pestalozzi-Fröbelhaus, Berlin, Ger.) **Die psychagogische Betreuung eines 14-jährigen Bettnässers.** (Psychagogic care of a 14-year old enuretic.) *Prax. Kinderpsychol. Kinderpsychiat.*, 1952, **1**, 149–153.—Discussion of the background and treatment of a 14-year old enuretic boy with a highly neurotic, controlling mother and a submissive father. The boy's symptom was removed in 39 hours of therapy which concentrated on his adolescent development and on an acceptance and understanding of his family situation.—(A. O. Ross).

2884. **Barahal, Hyman S. Female transvestism and homosexuality.** *Psychiat. Quart.*, 1953, **27**, 390–438. —Female transvestism is part of a drive for masculinity rather than a manifestation of homosexuality. Homosexuality has no meaning except as a multi-determined symptom of neurosis.—(D. Prager).

2885. **Barker, Alman J., Mathis, Jerry K., & Powers, Clair A. Drawing characteristics of male homosexuals.** *J. clin. Psychol.*, 1953, **9**, 185–188.—Drawings of persons were obtained from 50 homosexual soldiers, 42 of whom were self-referred, and 35 non-homosexuals; the latter were also seen at the mental hygiene clinic but were diagnosed as without psychiatric disease. The only features differentiating the groups were (1) the pictured and verbalized hostility towards women of the homosexuals and (2) the slower reaction time of the homosexuals in identifying the self-sex figure. Of the homosexuals, 92% drew the male figure first.—(L. B. Heathers).

2886. **Belloni, G. B.** (Padova U., Italy.) **Le astenie.** (The asthenias.) *Arch. Psicol. Neurol. Psichiat.*, 1953, **14**, 374–388.—A detailed analysis of various types of asthenia is presented. The author distinguishes between somatic asthenia (asthenia of muscular origin) and psychological asthenia (asthenia of the paretics). Psychological asthenia can be distinguished into simple and psychoneurotic, the latter related to neuroasthenia and anxiety. We also have a schizophrenic asthenia and a melancholic asthenia; the asthenia due to excessive work or nervous exhaustion is not of a pathological nature. Although the analysis is based on physiological conditions, psychological factors are not excluded.—(A. Manoil).

2887. **Berg, Irwin A.** (Northwestern U., Evanston, Ill.) **Observations concerning obsessive tunes in normal persons under stress.** *J. clin. Psychol.*, 1953, **9**, 300–302.—"A study of obsessive 'tunes in head' of 10 normal persons who were currently in a conflict situation revealed that the troublesome songs were chiefly characterized by bizarre, nonsensical lyrics ... None of these recurrent tunes were currently popular though most of them were at one time 'hits'. Since all of the songs were first heard at a happy period of the clients' lives, it is suggested that the persistent lyrics may represent a form of partial regression. A group of normal persons who were not under stress but who reported having recently experienced obsessive tunes, with one exception, did not find the songs unpleasant in any way and the lyrics were quite conventional. Most of these tunes were currently popular."—(L. B. Heathers).

2888. **Bergler, Edmund. Incognito exhibitionism.** *Samīkṣā*, 1952, **6**, 176–190.—The term "incognito exhibitionism" refers to individuals who are entirely unable to accept the limelight unless they are under pressure of specific inner camouflaging conditions. Clinical examples of 4 different types are given. More study should be given to scoptophilia. Penis exhibitionism is an attempt to negate the loss of the maternal breast.—(D. Prager).

2889. **Black, Percy.** (U. New Brunswick, Fredericton, N. B.) **Reflections before the gallows: the last testament of Jerome Titus.** *J. abnorm. soc. Psychol.*, 1953, **48**, 303–310.—The last self-reflections of a man about to be hanged are presented for the insight they offer into the motivations of human behavior.—(L. N. Solomon).

2890. **Block, Stanley L. Effect of mephenesin upon anxiety.** *A.M.A. Arch. Neurol. Psychiat.*, 1953, **69**, 727–731.—The oral administration of Tolserol or placebo to 11 anxietous patients over a 4-week interval was accompanied by no "significant amelioration of . . . symptoms."—(L. A. Pennington).

2891. **Bose, G. Sex and anxiety.** *Samīkṣā*, 1952, **6**, 191–200.—Freud's later theory states that anxiety creates repression. The author opposes this view and believes that anxiety and fear are products of repression as stated in Freud's earlier theory. Anxiety is transformed libido. Sexual tension and anxiety are different manifestations of the same psychological process.—(D. Prager).

2892. **Boss, Medard. Sinn und Gehalt der Sexuellen Perversionen. Ein daseinsanalytischer Beitrag zur Psychopathologie des Phänomens der Liebe.** (2 Auf.) (Meaning and content of sexual perversions; a "daseinsanalytic" approach to the psychopathology of the phenomenon of love.) (2nd ed.) Bern: Hans Huber, 1952. (New York: Grune & Stratton.) 136 p. S.Fr.17.50.—This second edition presents a more explicit formulation of the development of the theory underlying "daseinsanalyse" than was presented in the first edition (see **22**: 789). The chapter entitled, Psychological comments on the norm of love, has been revised and expanded.—(J. A. Stern).

2893. **Capon, Norman B.** (U. Liverpool, Eng.) **Behaviour in childhood.** *Lancet*, 1953, **264**, 861–865.—An analysis of intimate relationships finds that most children show 3 marked characteristics: (1) tendency to imitate, (2) capacity for hero-worship, (3) power of imagination. The author cites his analysis of 450 children referred with complaints seemingly due to their upbringing rather than physical disease or subnormal intelligence. Children were divided into 4 groups: (1) habit spasms, speech disorders, breath-holding attacks, (2) abnormal forgetfulness, incapacity for concentration, (3) anxiety neuroses, phobias, outbursts of temper, (4) antisocial behavior. There was no common pattern found but, there was convincing evidence that the lives of most of them lacked security at home, and reasonable discipline.—(A. A. Kramish).

2894. **Chapman, A. H.** (Washington U., St. Louis, Mo.) **The Rorschach examination in a case of erotomania.** *J. clin. Psychol.*, 1953, **9**, 195–198.—The Rorschach findings on a case of erotomania are reported.—(L. B. Heathers).

2895. **Columella, F., & Papo, L.** (Milano U., Italy). **Contributo allo studio della aprassia costruttiva.** (Contribution to the study of constructive apraxia.) *Arch. Psicol. Neurol. Psichiat.*, 1953, **14**, 389–403.—The concept of "constructive apraxia" is analyzed in detail, as to its various pathogenetic interpretations and pathologic anatomy. The authors conclude that, "constructive apraxia" does not exist as a deficit by itself, but as a result of the integration of various elementary mechanisms such as visual, vestibular, etc. Data on its anatomic basis are also given. 28 references.—(A. Manoil).

2896. **Curnutt, Robert H.** (U. Oklahoma, Norman.) **The use of the Bender Gestalt with an alcoholic and non-alcoholic population.** *J. clin. Psychol.*, 1953, **9**, 287–290.—The Bender Gestalt was given to 25 AA members and to 25 non-AA social drinkers; the two groups were matched for age, education, occupation, and economic status. The experimenter administered and scored the tests using the scoring technique devised by Pascal and Suttell. The alcoholics scored significantly differently from the non-alcoholics and similarly to Pascal and Suttell's neurotics. Signs which indicate the presence of alcoholism are described.—(L. B. Heathers).

2897. **Dalla Volta, Amedeo, & Zecca, Graziella.** (U. Genoa, Italy.) **Tendenze incestuose e distacco di una coppia gemellare.** (Incestuous and antisocial tendencies of a pair of twins.) *Acta Genet. med. Gemellolog.*, 1953, **2**, 181–202.—A pair of 14-year-old boy-girl twins of introvert family stock show quite different personality patterns in that the girl is rigid, moral and conscientious while the boy, diagnosed as a psychopathic personality, frequently shows antisocial tendencies. At age eight, the girl reacted to the boy's sexual advances with some acceptance at first, then with severe guilt feelings, aversion and hatred. The spiritual separation between the twins became aggravated with the boy's continuing antisocial behavior. French, English, and German summaries.—(G. C. Schwesinger).

2898. **Darling, Harry F., & Sanddal, James W.** (Wyoming State Hosp., Evanston.) **A psychopathologic concept of psychopathic personality.** *J. clin. exp. Psychopath.*, 1952, **13**, 175–180.—18 psychopaths hospitalized on maximum security wards of the Wyoming State Hospital were given transorbital lobotomies. On the basis of these operations plus MMPI data before and after the operations, the authors conclude that psychopathic personality is as severe a disorder as psychosis; that it is caused by environmental stress superimposed on an hereditary tendency, and that the type of environmental stress conditions the social manifestations of the syndrome. Following transorbital lobotomy these patients do learn by experience and can be trained to adjust to society.—(G. A. Muench).

2899. **Falstein, Eugene I.** (Michael Reese Hosp., Chicago, Ill.) **Juvenile alcoholism: a psychodynamic case study of addiction.** *Amer. J. Orthopsychiat.*, 1953, **23**, 530–551.—A detailed case history is given of a 14-year-old boy who developed chronic alcoholism following the death of his father. The therapy seems to have been helpful through having provided the boy with a substitute controlling father figure with whom he was able to establish a warm dependable relationship. 5 years after therapy was interrupted the boy seemed to present no further evidence of an alcoholic problem. Discussion by Lawrence Edwin Abt.—(R. E. Perl).

2900. **Feldmann, Harry.** (Hôpital Cantonal, Geneva, Switzerland.) **Les traitements modernes de l'alcoolisme chronique; considerations biologiques, psychologiques et sociales.** (Modern treatments of chronic alcoholism; biological, psychological and social considerations.) *Encéphale*, 1953, **42**, (2, Suppl. 1), 15–35.—The treatment of chronic alcoholism must proceed simultaneously on several different levels: medical, psychiatric, psychological and social. Symptomatic and chronic alcoholism are distinguished. The

causes for the latter must be sought either in constitutional personality factors or in the social requirements of the environment. After a brief discussion of social prophylaxis and psychotherapy the author discusses treatment with various types of medication and indicates their site and mechanism of action. 69 item bibliography.—(M. L. Simmel).

2901. **Flournoy, Henri. Une séance d'analyse dans un cas d'homosexualité masculine.** (An analytic session in a case of masculine homosexuality.) *Rev. franç. Psychanal.*, 1952, **16**, 495–508.—The dreams of an ambivalent homosexual of good superego development are interpreted. The case is made the basis for a theoretical analysis of homosexuality according to various authors along with a historical retrospect of famous homosexuals in terms of the relationship between the need to love and dominate young males and social, political and pedagogic activities. 19 references.—(G. Rubin-Rabson).

2902. **Forssman, Hans, & Frey, Torsten S:son. Electroencephalograms of boys with behavior disorders.** *Acta psychiat., Kbh.*, 1953, **28**, 61–73.—EEG's of 100 boys from a trade school and of 100 boys with behavior problems in a detention home were compared with regard to alpha frequency, degree of dysrhythmia, beta activity, bursts, focal abnormality, effect of hyperventilation, and marked signs of fatigue. There was a higher incidence of abnormality in the behavior problem group in respect to all factors except beta activity. There was a statistically significant difference only in respect to alpha frequencies under 10 per second and to marked EEG signs of fatigue. Most of the EEG abnormalities were found in the 41 boys with an aggressive personality. 24 references.—(D. Prager).

2903. **Freeman, M. J. The development of a test for the measurement of anxiety: a study of its reliability and validity.** *Psychol. Monogr.*, 1953, **67**(3), (No. 353), 19 p.—The Freeman MA Test was administered to 771 S's which included 310 "MA" experimental S's as well as a control group. He concludes that he has developed a "reasonably valid" instrument whose underlying purpose is sufficiently disguised to permit evaluation of the S's social judgment of other people, without conscious awareness of the actual intent of the items, and with the capacity of "causing the respondent to project his unconscious identification for revelation of his personal anxiety characteristics." 21 references.—(M. A. Seidenfeld).

2904. **Geisler, Erika. Selbstmord und Todessehnsucht im Kindesalter.** (Suicide and death-longing in childhood.) *Psychiat. Neurol. med. Psychol., Leipzig*, 1953, **5**, 210–216.—4 cases of children, 8 to 13 years, with history of suicidal attempts and prolonged suicidal preoccupations are presented. The meaning of suicide for children, the psychological and social background, choice of method, and treatment are described. Russian summary.—(C. T. Bever).

2905. **Greer, Ima May.** (Massachusetts General Hosp., Boston.) **Roots of loneliness.** *Pastoral Psychol.*, 1953, **4**(35), 27–31.—Loneliness means living in a shell of unfulfilled longings for support, understanding, communication, sharing and acting with persons who have emotional meaning for us. Causes of loneliness are shifting from closely-knit groups to anonymous urban life, loss of a secure and predictable future, absence of persons to play the proper roles, fragmented activity with many people without the emotional meaning of sharing, or the ability to feel needed, wanted and valued by others. A lonely person may if awkward and unloving fail to pick up cues for friendly relationships. Yet loneliness is an inescapable consequence of individuality, growth, creativity; and solitude may have assets not to be overlooked or elsewhere discovered.—(P. E. Johnson).

2906. **Guttmann, Oskar. Exhibitionism; a contribution to sexual psychopathology based on twelve cases of exhibitionism.** *J. clin. exp. Psychopath.*, 1953, **14**, 13–51.—Exhibitionism as a sexual aberration is described in 12 cases of neurotic or psychotic individuals. It is pointed out that exhibitionism is not a rare symptom in regressive types of schizophrenics, nor in female patients. Clinically, exhibitionists may be divided into those whose performances are predominant and play the role of sexual offenses, and those where exhibitionism is only on a secondary plane such as found in the schizophrenics. Spanish and French summaries.—(G. A. Muench).

2907. **Hemphill, R. E.** (Bristol Ment. Hosp., Eng.) **Changes in suprarenal cortex function in shock and hormone treatments.** In Yoffey, J. M., The suprarenal cortex, (see **28**: 1972), 135–142.—Poor adrenal cortex responsibility is often associated with poor prognosis and vice versa. In severe chronic anxiety states responsivity may be seriously disturbed and clinical improvement is unlikely while adrenal cortex responsivity remains poor.—(W. L. Wilkins).

2908. **Higgins, John W. Psychodynamics in the excessive drinking of alcohol.** *A.M.A. Arch. Neurol. Psychiat.*, 1953, **69**, 713–726.—The hypothesis, psychoanalytically oriented, is defended by the presentation of 7 case reports that excessive drinking functions as a defense mechanism against anxiety, not necessarily oral in origin.—(L. A. Pennington).

2909. **Hoelen, Ed. Le cas d'un fétichiste qui versait de l'encre sur les toilettes des jeunes femmes.** (The case of a fetishist who poured ink on young women's dresses.) *Psyché, Paris*, 1953, **8**, 119–123.—The second of two articles; the results of a physical and neurological examination are given. The case confirms the thesis of modern psychiatrists that the libido is projected toward an inoffensive object as a result of a fear of castration.—(G. Besnard).

2910. **Hoff, Ebbe Curtis, & McKeown, Charles E. An evaluation of the use of tetraethylthiuram disulfide in the treatment of 560 cases of alcohol addiction.** *Amer. J. Psychiat.*, 1953, **109**, 670–673.—Tetraethylthiuram disulfide (TETD), an anti-alcohol drug, was given voluntarily as a treatment of chronic alcoholism to 685 patients. The study has been continued for 3 years in the Division of Alcohol Studies and Rehabilitation service at the Medical College of Virginia Hospital in Richmond. The present report concerns the first 560 TETD patients and 232 control patients who were in the hospital during the same period.—(F. W. Snyder).

2911. **Kemper, Kattrin A. Angstsymptome, Erziehungs- und Schulschwierigkeiten bei einem 9 jährigen Jungen; Verlauf einer analytischen Psychotherapie.** (Anxiety symptoms, educational and school difficulties in a 9-year-old boy; course of an analytic psychotherapy.) *Prax. Kinderpsychol. Kinderpsychiat.*, 1952, **1**, 141–149.—Detailed case presentation covering 9 months of playtherapy with a boy whose presenting symptoms included repeated nightly visits

to the parental bedroom; fear of darkness, thunderstorms, and traffic.—(A. O. Ross).

2912. **Latimer, Ruth.** (Longview State Hosp., Cincinnati, O.) **The social worker and the Alcoholics Anonymous program in a state hospital.** *J. psychiat. soc. Wk,* 1953, **22**, 175–180.—Through special study of a group of alcoholic patients in a state hospital, in conjunction with a modified Alcoholic Anonymous program, the conclusion is reached that "To the state hospital social workers overwhelmed by the number of patients and the lack of professional staff, the AA offers a powerful resource." The paper describes some of the principles of the AA philosophy as they affected patients under study and illustrates how these principles were utilized in the casework process.—(L. B. Costin).

2913. **Lemere, Frederick.** (U. Washington, Seattle). **What happens to alcoholics?** *Amer. J. Psychiat.,* 1953, **109**, 674–676.—An analysis during the past 6 years of the life histories of 500 deceased alcoholics. The treatment available to this group was very limited and seldom sought. Conclusions in terms of percentages are given. Appended discussion.—(F. W. Snyder).

2914. **Lerner, A. Los Angeles studies alcoholics in jail.** *Med. correctional Ass. Newsltr.,* 1953, **3**(2), 5.—"The purpose of this study was to make an experimentally controlled investigation, an evaluation, and an exploratory appraisal of selected aspects of the teaching—counseling group sessions composed of male alcoholic inmates at the Los Angeles City Jail." Findings are reported upon using the MMPI and other tests.—(M. N. Brown).

2915. **Levin, Max. Bromide delirium with unusual course.** *Amer. J. Psychiat.,* 1953, **110**, 130–132.—Bromide delirium is not to be treated lightly. Cases are presented in which the consequences were death or prolonged psychoses.—(N. H. Pronko).

2916. **Liebermann, L. P. Three cases of attempted suicide in children.** *Brit. J. med. Psychol.,* 1953, **26**, 110–114.—"Three cases have been described who show a common feature in the mother-child relationship, namely, a conscious or unconscious death wish in the mother directed against the child."—(C. L. Winder).

2917. **Linder, Harold.** (V. A. Hosp., Richmond, Va.) **Sexual responsiveness to perceptual tests in a group of sexual offenders.** *J. Pers.,* 1953, **21**, 364–374.—It was assumed that sexual offenders would make sexual responses to sexual and ambiguous test situations according to their particular value orientations. By use of the Serial Drawing and the Incomplete Picture Tests, this hypothesis was examined and proved to be tenable.—(M. O. Wilson).

2918. **Lolli, Giorgio.** (Yale U., New Haven, Conn.) **On "therapeutic" success in alcoholism.** *Quart. J. Stud. Alcohol,* 1953, **14**, 238–246.—A qualification of the concept of disease as applied to alcoholism or any other emotional disorder is necessary. In therapist-patient relations the attitude of the therapist is crucial and a therapist is likely to assume that an alcoholic after 20 relapses is hopeless, while he would not do so with a patient with tuberculosis. Instead of success, what should be examined is interaction between therapist and alcoholic.—(W. L. Wilkins).

2919. **Macklin, Edward A., Simon, Alexander, & Crook, G. Hamilton.** (Langley Porter Clinic, San Francisco, Calif.) **Psychotic reactions in problem drinkers treated with disulfiram (Antabuse).** *A.M.A. Arch. Neurol. Psychiat.,* 1953, **69**, 415–426.—Of 96 patients so treated 10 developed psychotic reactions the causes and contents of which are interpreted psychogenically. A case summary is provided for each of the 10.—(L. A. Pennington).

2920. **Mandler, George, & Sarason, Seymour B.** (Yale U., New Haven, Conn.) **The effect of prior experience and subjective failure on the evocation of test anxiety.** *J. Pers.,* 1953, **21**, 337–341.—The present study deals with the effect of degrees of previous experience on the performances of high and low anxiety groups, and the relation of performance to self-estimate of performance. It was found, first of all, that increase of experience decreased variability in both groups and improved performance of the HA's. Next, it was determined that subjective experience of failure (low self-estimate of performance) is correlated with poorer performance in HA's unless offset by specific success report. Subjective failure, however, did not differentiate LA's. Finally, it was shown that LA's reported higher estimates of their performance than did HA's. It is deduced that subjective experience of failure is an important variable in the performance of HA's as contrasted with that of LA's.—(M. O. Wilson).

2921. **May, Philip R. A., & Ebaugh, Franklin G.** (U. Colorado, Denver.) **Pathological intoxication, alcoholic hallucinosis, and other reactions to alcohol; a clinical study.** *Quart. J. Stud. Alcohol,* 1953, **14**, 200–227.—36 cases illustrate the inadequacy of the diagnoses of pathological intoxication and alcoholic hallucinosis. Alcohol intoxication produces defects in ego functions—internal and external perception, and the control, integration, modulation, and execution of impulses, resulting in release of underlying conflicts.—(W. L. Wilkins).

2922. **Menaker, Esther. Masochism—a defense reaction of the ego.** *Psychoanal. Quart.,* 1953, **22**, 205–220.—The analyses of a number of patients have confirmed for the author that "masochistic self-devaluation originates at the oral level of infantile development, that it is the outcome of traumatic deprivation, that it functions as a defense against experiencing this deprivation with its concomitant anxiety and aggression, and that it is a means of perpetuating whatever bond there is to the mother."—(L. N. Solomon).

2923. **Murphy, Mary Martha.** (U. Chicago, Ill.) **Social class differences in intellectual characteristics of alcoholics.** *Quart. J. Stud. Alcohol,* 1953, **14**, 192–196.—Alcoholic patients in a state hospital are compared on Wechsler-Bellevue IQs and separate subtest weighted means, the differences found being quantitative rather than qualitative. Mean IQ for middle class alcoholics was 123 and for lower class 109.—(W. L. Wilkins).

2924. **Nagelberg, Leo; Spotnitz, Hyman, & Feldman, Yonata.** (Jewish Bd. Guardians, New York.) **The attempt at healthy insulation in the withdrawn child.** *Amer. J. Orthopsychiat.,* 1953, **23**, 238–252.—Case material on three withdrawn children treated at the Jewish Board of Guardians is here presented to demonstrate the view that emotional withdrawal is used by the unhealthy child as a substitute for an insufficient protective barrier against overstimulation. The treatment process is designed to help the child develop an adequate insulation against environmental pressures.

In the discussion, one of the points made by Almena Dawley is that the paper overemphasizes external overstimulation and does not bring out sufficiently the overstimulation which may arise out of the child himself.—(R. E. Perl).

2925. **Neustadt, Elsie S.** (Quincy (Mass.) City Hosp.) **Clinic for alcoholism in a general hospital.** *J. Amer. med. Wom. Ass.*, 1953, **8**(1), 17–19; 21.—The organization and work of the outpatient clinic for alcoholism at the Quincy City Hospital, Quincy, Mass., are described.—(F. C. Sumner).

2926. **Palm, Rose.** (263 West End Ave., New York.) **The psychodynamics of enuresis: a psychoanalytic study in Rorschach symbolism.** *Amer. Imago*, 1953, **10**, 167–180.—"A systematic analysis of the symbolic contents of the Rorschach responses may help to advance our knowledge of the unconscious and put the Test to new use as a research tool of psychoanalytic science." Rorschach records of 36 enuretic patients contained a particular group of responses not found in non-enuretics. Regarding these as symbols of the unconscious helps to clarify the causation of enuresis.—(W. A. Varvel).

2927. **Pascal, Gerald R., & Herzberg, Frederick I.** (U. Pittsburgh, Pa.) **The detection of deviant sexual practice from performance on the Rorschach test.** *J. proj. Tech.*, 1952, **16**, 366–373.—"In a previous study in which, after the usual administration of the Rorschach, subjects were asked to point out any male or female sex organs seen in the ink blots, an hypothesis was formulated which implied that the sexual adjustment of subjects responding to this procedure could be detected. To test this hypothesis usual Rorschachs, followed by a request to point out any male or female sex organs seen in the ink blots, were administered to 78 prison inmates...." "It is concluded that the procedures used in this study cannot discriminate between controls and rapists, but that they can discriminate, significantly, between those two groups and pedophiliacs and homosexuals, for the population studied."—(S. Hutter).

2928. **Peltenburg, Catharina. My work with alcoholics.** *Int. House Quart.*, 1953, **17**(2), 113–118.—A record of the author's psychiatric case work at the San Francisco Adult Guidance Center, a medical and psychiatric outpatient clinic specifically for alcoholics which is now two years old. Two successful cases are sketched by way of illustration.—(D. J. Wack).

2929. **Plaut, A. On the clinical importance of the hermaphrodite.** *Brit. J. med. Psychol.*, 1953, **26**, 133–139.—Cases are presented and discussed in which fantasies involving bisexuality occur. "...it would be nonsensical to assume that a direct...relation existed between the symbol and the clinical pictures... If...one looks upon the hermaphrodite as a symbol the appearance of which confronts the individual with a problem, i.e., to come to terms with male and female aspects of the personality, and if one further bears in mind the ego development and particular phase of life..., then the symptoms...may be looked upon as inadequate attempts to come to terms with this problem; what is more, a meaningful connection between the symbol and the clinical features will be seen to exist."—(C. L. Winder).

2930. **Podolsky, Edward. The meaning of anxiety.** *Dis. nerv. Syst.*, 1953, **14**, 110–111.—Anxiety is a time element which came into man's awareness of future events, and it arises whenever the individual feels threatened or frustrated by reality. The awareness of mortality and the uncertain future is the source of anxiety.—(A. J. Sprow).

2931. **Popham, Robert E. A critique of the genetotrophic theory of the etiology of alcoholism.** *Quart. J. Stud. Alcohol*, 1953, **14**, 228–237.—The metabolic theory of R. J. Williams is criticized for assuming that results on animals apply to man, and for lack of control study to indicate that there are not substantial numbers of individuals of the same metabolic type who did not become alcoholics and that there were not substantial numbers of alcoholics who never show that metabolic type. 19 references.—(W. L. Wilkins).

2932. **Pozner, Harry. Suicidal incidents in military personnel.** *Brit. J. med. Psychol.*, 1953, **26**, 93–109.—60 military cases of unsuccessful suicidal attempts were studied, the findings being related to relevant literature. Degree of suicidal intent and appropriate disposal of cases is considered. Other manifestations of self-destructive trends are discussed. High morale as a preventive influence is recognized and preventive application of principles of mental health is suggested. 22 references.—(C. L. Winder).

2933. **Pullar-Strecker, H. Practical aspects of alcoholism.** *Ment. Hlth, Lond.*, 1953, **12**, 52–57.—There are over 100,000 severe alcoholics in England, with no state-established or other free clinics for their treatment and rehabilitation. Alcoholism is not incurable and the alcoholic is well worth reclaiming. Both physical therapy (especially apomorphine and antabuse) and psychotherapy (especially social readjustment) are important, and ordinarily both are required for an individual recovery. Present knowledge does not extend to the point that the addict can be helped "to drink in moderation, like other people." If he is to remain well, he must avoid alcohol altogether.—(G. E. Copple).

2934. **Redmount, Robert S. A case of a female transvestite with marital and criminal complications.** *J. clin. exp. Psychopath.*, 1953, **14**, 95–111.—The case of a 33-year-old woman, who has assumed a male social role all of her life, is described. The patient is legally married to a 27-year-old woman and has had one previous marriage to another woman. The physical and gynecologic examinations reveal the patient to be female, and there is no evidence of gynecologic surgery. The article describes her physical appearance, the historical background through the interview method, and extensive projective and intelligence test data. The psychodynamic relationships are described and evaluated and an attempt is made to clarify the dynamics which caused the transvestitism. Spanish and French summaries.—(G. A. Muench).

2935. **Richter, Curt P.** (Johns Hopkins Hosp., Baltimore, Md.) **Experimentally produced behavior reactions to food poisoning in wild and domesticated rats.** *Ann. N. Y. Acad. Sci.*, 1953, **56**, 225–239.—A method is described for producing a fear of being poisoned in rats. A small proportion of the rats tested showed abnormal behavior reactions to this fear. Some rats refused all food, both poisoned and unpoisoned, and starved to death. Others developed catatonic-like postures.—(S. Ross).

2936. **Sapir, Jean V.** (Connecticut Commission on Alcoholism, New Haven.) **Relationship factors in the treatment of the alcoholic.** *Soc. Casewk*, 1953, **34**, 297–303.—Key feature of the approach to alcoholics in the author's particular clinic is "to respond quickly

and decisively to the needs of our patients in the initial application for help." Discussed in the article is the intake interview, special characteristics of the alcoholic, special transference problems, and the role of the social worker.—(L. B. Costin).

2937. **Schachter, M. Contribution à l'étude clinico-psychologique des petits "tyrans domestiques" vus à la lumière des tests projectifs surtout.** (Contribution to the clinical psychologic study of the little "domestic tyrants" as seen through projective tests.) *Neurone*, 1953, **1**, 211–223.—Characteristic behavioral patterns of young children with strong aggressive manifestations especially toward members of their family are analyzed. The understanding and treatment of such "domestic tyrants" should be based on a comprehensive clinical and ecological study of individual cases, especially without pre-conceived psychoanalytical assumptions. Five case histories (with inclusion of the Rorschach protocols) are presented in detail. English and French summaries.—(A. Manoil).

2938. **Segal, H. A necrophilic phantasy.** *Int. J. Psycho-Anal.*, 1953, **34**, 98–101.—Resumé of the case of a psycho-analyzed patient whose yearning for intimacy with corpse-like figures emanated from fear of rejection. Corpses cannot reject or deny and can be used to satisfy sexual whims without concern.—(G. Elias).

2939. **Shereshevski-Shere, Eugenia, & Lasser, Leonard M.** (Blue Hills Clinic, Hartford, Conn.) **An evaluation of water responses in the Rorschachs of alcoholics.** *J. proj. Tech.*, 1952, **16**, 489–495.—"1. A comparative study of a group of 34 alcoholics and 33 normal subjects revealed that the normal group showed a tendency to produce a greater number of water responses than the alcoholic group. No significant differences were found through the use of the content of water-animals. 2. These findings indicate that the content category of water should not be considered an adequate predictor of alcoholic behavior."—(S. Hutter).

2940. **Thompson, Charles E., & Kolb, William P. Group psychotherapy in association with Alcoholics Anonymous.** *Amer. J. Psychiat.*, 1953, **110**, 29–33.—An in-hospital, patient-run A.A. group was instituted in a V.A. hospital with a dynamically oriented therapist present introducing a form of group psychotherapy not present in the average group. This form of treatment is considered as an adjunct to other therapies. 21 references.—(N. H. Pronko).

2941. **Thorner, Isidor. Ascetic Protestantism and alcoholism.** *Psychiatry*, 1953, **16**, 167–176.—The attitudes towards alcohol of ascetic protestantism, of Alcoholics Anonymous, and of orthodox Jewry are described. Alcoholism is held to be minimized (1) through counteranxiety by protestants and (2) through reduction of tensions by the development of emotionally satisfactory relationships in the other 2 groups.—(C. T. Bever).

2942. **Tichy, Fae Y.** (U. Minnesota Med. Sch., Minneapolis.) **Barbiturate intoxication.** *Neurology*, 1953, **3**, 58–67.—In the 50 years since first introduced, barbiturates have become one of the most used—and seriously misused—drugs, with resulting additional problems more serious even than those associated with morphine. The pharmacologic and physiologic aspects are reviewed, with ratings of potency and emphasis on sites of detoxification and mechanisms of action. The promiscuous use of barbiturates has led to careful study of acute and chronic intoxication. In the absence of known antidote, treatment has depended on analeptics such as Metrazol and picrotoxin, plus the recent development of unidirectional electrical stimulation. 42 references.—(C. E. Henry).

2943. **Ullman, Albert D.** (Tufts Coll., Medford, Mass.) **The first drinking experience of addictive and of "normal" drinkers.** *Quart. J. Stud. Alcohol*, 1953, **14**, 181–191.—Addictive drinkers, inmates of a county house of correction, were more likely than non-addictive drinkers, Tufts students, to remember their first drink, to have become somewhat intoxicated on that occasion, to have had it not at home or with persons of their families, and to have had it at a later age.—(W. L. Wilkins).

2944. **Vértes, Joseph O. Sonderartige Kinder.** (Unusual children.) *Z. Kinderpsychiat.*, 1953, **20**, 76–92.—A "pseudo-syndrome," a symptom-complex, distinguishes the psychopathic from the "peculiar" child. One symptom assumes the central role and the symptoms have no genetic connection. A typology of such "peculiars" is established and analyzed. Not all theoretically possible types occur because of intrinsic contradictoriness. Some directives for the education of unusual children are presented.—(G. Rubin-Rabson).

2945. **Wachspress, Morton, Berenberg, Albert N., & Jacobson, A. Simulation of psychosis.** *Psychiat. Quart.*, 1953, **27**, 463–473.—Malingering is not a separate entity but only one manifestation of underlying personality disorder. There is no specific personality disorder common to all cases of malingering. The attempt to malinger a psychosis can be detected without undue difficulty. Psychological tests are very valuable adjuncts in establishing a diagnosis of malingering.—(D. Prager).

2946. **Westwood, Gordon. Society and the homosexual.** New York: E. P. Dutton, 1953. 191 p. $3.00.—A non-technical presentation in 8 sections and 28 chapters that discusses the extent of the problem, causes, treatments, legal aspects, social attitudes, levels of homosexual activity, and psychological aspects. 104-item bibliography.—(L. A. Pennington).

2947. **Wood, Margaret Mary. Paths of loneliness: the individual isolated in modern society.** New York: Columbia University Press, 1953. x, 250 p. $3.75.—The 12 chapters consider loneliness and isolation in modern society arising from being unmarried, unemployed, growing old, being a leader, being a member of minority groups, the diseased and maimed, and others. The need for society to assist the lonely in its midst is underscored.—(J. Bucklew).

2948. **Zellermayer, J. Bearot mispar liv'ayat haprimitiviyut.** (About the problem of primitivity.) *Harefuah*, 1953, **44**, 56–58.—2 case histories are given to clarify primitive mentality. Relative weakness and instability of consciousness and its functional dependence on affectivity are causes of clinical manifestations of the primitive reaction. Clinical phenomena of "hysteriform" nature have to be considered as unspecified affective. Primitive reactions in adults have to be considered as pathological, whereas primitive mentality in itself is to be looked upon as normal or as a stage in development of mentality. English and French summary.—(H. Ormian).

2949. **Zutt, J. Über Daseinsordnungen; ihre Bedeutung für die Psychiatrie.** (On orderings of existence;

their significance for psychiatry.) *Nervenarzt*, 1953, **24**, 177–187.—The usefulness of Heidegger and Binswanger's existence analysis for a deeper understanding of anxiety phenomena is shown by an analysis of the experience of "dizziness in high places." This occurs when the spatial ordering of a person's experience is particularly basic. Such a person is menaced by the depths below which physiognomically "swallow" or "devour" him. Other "orderings" through which man maintains security and meaning center about "dwelling" and "status." Anxieties occur as outcomes of threat to various "orderings of existence" in different persons. A grasp of the cognitive structure and physiognomical features of a threatened person's world enables a more penetrant understanding of anxiety phenomena.—(E. W. Eng).

(See also abstracts 1907, 1908, 2227, 2605, 2790, 3233, 3346)

Speech Disorders

2950. **Anderson, Virgil A.** (Stanford U., Calif.) **Improving the child's speech.** New York: Oxford University Press, 1953. xv, 333 p. $5.50.—This book is "primarily designed for the general teacher, the parent, and others . . . interested in children's welfare . . . ," emphasizing speech guidance of the younger child. Both education and re-education are stressed. Chapters are devoted to various types of speech disorders. A variety of specific techniques and drill materials are included to enable the teacher and parent to deal effectively with such speech problems as it is wise or feasible for them to handle.—(R. Schaef).

2951. **Buck, McKenzie.** (U. Florida, Gainesville.) **Facial skeletal measurements and tongue carriage in subjects with repaired cleft palates.** *J. Speech Hearing Disorders*, 1953, **18**, 121–132.—20 cleft-palate cases with repaired unilateral cleft of the velum and lip with intelligence above 70 IQ and a hearing loss of not more than 20 db were compared to 20 normal speakers on the basis of chronological age and sex. Vertical and antero-posterior dimensions of the face are smaller for the cleft-palate group. Mid-sagittal tongue measurements are smaller for the cleft-palate group. The tongue is held lower in the mouth in cleft-palates. Insufficient mouth opening is probably not related to nasality of the cleft-palate individual. —(M. F. Palmer).

2952. **de Ribaucourt, B. Technique de l'examen des aphasiques.** (Techniques of the examination of aphasics.) *Rev. Psychol. appl.*, 1953, **3**, 25–42.—An outline of the clinical workup used at the "Centre du langage de la Clinique Neurologique de la Salpêtriere" under Dr. Th. Alajouanine to diagnose the precise types of handicaps of aphasic patients.—(G. Besnard).

2953. **Dupont, Henry J., Landsman, Theodore, & Valentine, Milton. The treatment of delayed speech by client-centered therapy.** *J. consult. Psychol.*, 1953, **17**, 122–125.—This is a description of how a boy suffering from delayed speech due to emotional disturbances was helped through "child-centered therapy." Intelligibility of speech as well as emotional adjustment improved. The author feels that this case tends to "re-enforce the hypothesis that child-centered therapy can be adequate treatment for some kinds of delayed speech."—(F. Costin).

2954. **Eitinger, L. Aphonia. (Is aphonia always a "hysterical" symptom?)** *Acta psychiat., Kbh.*, 1953, **28**, 27–34.—2 of 4 cases of aphonia were of organic origin. A diagnosis of hysteria should never be made on the basis of any single symptom.—(D. Prager).

2955. **Foote, Robert M., & Stecher, Sylvia.** (Tennessee Dept. Pub. Hlth, Nashville.) **Toward better speech and hearing.** *Child*, 1953, **17**, 154–157.—The over-all program for children and adults handicapped by defects of speech and hearing consists of three phases: (1) locating the defectives; (2) providing medical services, clinical services, therapy, etc.; (3) the education of children with hearing or speech defects. The article describes in detail the first phase of the experiment.—(S. M. Amatora).

2956. **Glasner, Philip J., & Vermilyea, Frana Dahl. An investigation of the definition and use of the diagnosis, 'primary stuttering'.** *J. Speech Hearing Disorders*, 1953, **18**, 161–167.—171 members of the ASHA replied to a questionnaire on the definition of primary stuttering. There is a general lack of agreement among these persons as to what constitutes this condition.—(M. F. Palmer).

2957. **Quarrington, Bruce.** (U. Toronto, Ont., Can.) **The performance of stutterers on the Rosenzweig Picture-Frustration Test.** *J. clin. Psychol.*, 1953, **9**, 189–192.—"A group of thirty adult stutterers were tested with the Rosenzweig Picture-Frustration Study and their results compared with normative findings. No significant differences between stutterers and normals were found on seven test characteristics examined. Earlier findings of smaller Extropunitive and Obstacle-Dominance scores and greater Intropunitive scores in stutterers than in normals were not confirmed. No support is found for the psychoanalytic assertion that stuttering is a symptom of a basic character neurosis."—(L. B. Heathers).

2958. **Schenk, V.-W.-D.** (Psychiatric Center, Rosenburg, Loosduinen, Holland.) **Troubles des phonèmes en cas d'aphasie sensorielle.** (Phonemic difficulties in a case of sensory aphasia.) *Encéphale*, 1953, **42**, 158–169.—A case is presented of a 67 year old woman who, after an apoplectic stroke had great difficulty in understanding spoken language, in reading and in verbal expression. There was much paraphasia in the latter, though rhythm of speech and intonation were relatively well maintained. In order to analyze the patient's difficulty phonemically she was presented orally with 280 non-sense syllables to be repeated orally and then to be written. In addition separate phonemes and small words were presented in similar fashion. The author indicates vowels and consonants which are especially vulnerable and those which appear most resistant and finds that they conform well to the system of Stumpf.—(M. L. Simmel).

2959. **Schuell, Hildred. Aphasic difficulties understanding spoken language.** *Neurology*, 1953, **3**, 176–184.—A simple test is presented which selected all of the 31 out of 138 aphasic patients who failed to recover functional speech. The basic defect is the inability to associate a single spoken word with a common familiar object, i.e., auditory verbal aphasia.—(C. E. Henry).

2960. **Sheehan, Joseph G.** (U. California, Los Angeles.) **Theory and treatment of stuttering as an approach-avoidance conflict.** *J. Psychol.*, 1953, **36**, 27–49.—The author takes the hypothesis that stammering is a momentary blocking, and is due to

approach-avoidance conflict, of opposed urges to speak and to hold back from speaking. This holding back may be due to learned avoidance or to unconscious motives. "Treatment proceeds through an integrated psychotherapy and speech therapy, aimed at attacking feared words and situations, releasing feelings, improving relationships, and freeing the individual from unadaptive goals, thereby achieving a total reduction of the fear and avoidance tendency responsible for the stutterer's conflict." 63 references.—(R. W. Husband).

(See also abstracts 2484, 3115, 3142, 3167)

Crime & Delinquency

2961. **Aeden, Sh. Emdat hanoar hayisr'eli k'lapey averot hevratiyot.** (Israel youth attitude toward social delinquencies.) *Niv hak'vutsa*, 1952/53, **2**, 274–295.—A list of 12 social delinquencies was administrated to 1277 adolescents (15–18 years old) in communal settlements, villages of workers and towns for the purpose of evaluation in form of a scale. The first 6 delinquencies in the scale of communal settlements were: lying, truancy from work, truancy from social activity, stealing, property damage, doing harm to the weaker; in the village: lying, truancy from activity, property damage, impudence, doing harm to the weaker, truancy from work; in the town: lying, truancy from social activity, stealing, doing harm to the weaker, property damage, truancy from work. The common attitudes and the differences between the 3 special scales are interpreted by means of social factors.—(H. Ormian).

2962. **Applegate, Melbourne S. Understanding that boy of yours.** Washington, D. C.: Public Affairs Press, 1953. 52 p. $1.00.—A "Big Brother" and family counselor writes for parents of boys in trouble with the law, explaining legal procedures, discussing the boy's actions and what they mean, and proposing ways in which parents can be of most help to the boy. Written in simple, practical terms, and illustrated by specific but non-identifiable incidents from the author's own experience, much in this book should be useful to other adults as well as parents who are concerned with youths, boys or girls, who are actually or potentially delinquent.—(K. K. Fassett).

2963. **Bernstein, Rachel, & Corsini, Raymond J. Wechsler-Bellevue patterns of female delinquents.** *J. clin. Psychol.*, 1953, **9**, 176–179.—"Two groups of female delinquents, equated for age and intelligence, were given the Wechsler-Bellevue Test, the control group in the usual fashion, the experimental group in reverse order, to test the theory that the psychopathic pattern found by Wechsler was due to better adjustment to the test situation as it proceeded. This hypothesis is disproved. Of the various signs quoted by Wechsler, two are substantiated: higher performance than verbal, and the differential pattern of the subscores. The sign OA plus PA greater than BD plus PC does not hold for this group. The fourth sign referring to interest variability was not tested."—(L. B. Heathers).

2964. **Bloch, Donald A. Sex crimes and criminals.** *Amer. J. Nurs.*, 1953, **53**, 440–443.—The problem of sexual criminality is not merely a legal one; it has psychiatric, sociologic, and psychologic bases. The concept of the sexual psychopath or sexual criminal is difficult to deal with because the people included under this label cover a wide range of human personality types. The elements common in all cultures are discussed. Once the needs of the social group have been provided for, there is tremendous variation in what and how much variant sexuality be allowed to some members of the society. Prostitution is the chief sex offence for women in our culture. Variations in the states on "sex and the law" are given.—(S. M. Amatora).

2965. **Brahiyahu, M. B'ayot psihohigeniyot b'vet sifrenu.** (Psychohygienic problems of our school.) *Habinukh*, 1952/53, **25**, 8–25.—Delinquent youths were examined. 60–70% of them are mentally retarded. Schools for mentally defective children decrease delinquency. In ordinary classes these children have no opportunity to develop their abilities and become antisocial, show feelings of rebelliousness and envy and are one of the most serious social problems. They become a financial and moral burden in the community. These children require a special program of studies with emphasis on manual arts, opening of clubs for them, and special apprenticeship classes in general vocational schools.—(H. Ormian).

2966. **California. State. Department of Mental Hygiene. California sexual deviation research, January, 1953.** Sacramento, Calif.: Assembly of the State of California, 1953. 166 p.—This includes reports on: Study of sex crimes in California by A. R. Mangus; Study of sex crimes against children by E. R. Rogers, Joseph Weiss, Miriam R. Darwin, and Charles E. Dutton; Psychophysiologic study of sex deviates by James T. Marsh, Jessamine Hilliard, and Josephine B. Garst; Review of scientific literature on sexual deviation by Karl M. Bowman and Bernice Engle; Methods in sexual deviation research by A. R. Mangus. Introduction and conclusion by Karl M. Bowman.

2967. **Cruvant, Bernard A., & Waldrop, Francis N.** (St. Elizabeths Hosp., Washington, D. C.) **The murderer in the mental institution.** *Ann. Amer. Acad. polit. soc. Sci.*, 1952, No. 284, 35–44.—Of 32,295 admissions to St. Elizabeths Hospital from 1925 to 1951, 81 were accused of homicide, but many more made unsuccessful attempts. Only 15 patients had a previous mental hospitalization history. Prediction of homicide is considered impossible. There was no case of "running amuck." Mentally ill who commit homicide do not constitute a psychiatric entity.—(M. M. Berkun).

2968. **Fuchs-Kamp, A. Jugendliche Fortläufer und Diebe. II. Teil.** (Juvenile run-aways and thieves, part II.) *Prax. Kinderpsychol. Kinderpsychiat.*, 1952, **1**, 133–137.—Second in a series of case histories analyzing the etiology of delinquency. As in the first case, it is concluded that inconsistent handling, with periods of indulgence alternating with strict and irrational discipline, lays the foundation for delinquent behavior.—(A. O. Ross).

2969. **Gillin, John L.** (U. Wisconsin, Madison.) **Murder as a sociological phenomenon.** *Ann. Amer. Acad. polit. soc. Sci.*, 1952, No. 284, 20–25.—Historically considered the most dangerous member of society, the murderer shows these characteristics, among others: left school earlier, started work earlier, changed jobs more often, lived more disharmoniously with his wife, felt he was someone's "favorite," was less likely to be a farmer, was not a professional criminal. Loss of status, economic insecurity, culture conflict, marital conflict, and social inadequacy

contribute, according to a study of 92 lifers in Wisconsin Prison.—(M. M. Berkun).

2970. **Hathaway, Starke R., & Monachesi, Elio D. (Eds.)** (U. Minnesota, Minneapolis.) **Analyzing and predicting juvenile delinquency with the MMPI.** Minneapolis: University of Minnesota Press, 1953. vi, 153 p. $3.50.—By administering the MMPI to 4048 9th graders and by follow-up studies in various agencies pertaining to delinquent conduct it was found that the psychopathic deviate and hypomania scales were most useful predictively. 7 studies are reported, followed by a summary. 59 references.—(L. A. Pennington).

2971. **Hinkelman, Emmet Arthur.** (William G. Beale Sch., Chicago, Ill.) **A comparative investigation of differences in personality adjustment of delinquents and non-delinquents.** *J. educ. Res.*, 1953, **46**, 595–601.—Delinquents, defined as individuals of school age transferred to a special rehabilitational school because of detrimental school conduct, were compared by means of the California Test of Personality with 3 non-delinquent groups: one from the upper, one from the middle, and one from the lower socio-economic classes. Results favored the upper class non-delinquents when compared with the delinquents on 11 of the 12 subtests at the .01 level of significance. Nearly similar results were found for the lower socio-economic class. In the case of the middle socio-economic class differences were much less definite. Actually differences between the middle, and the upper and lower socio-economic classes were as significant as those between the delinquents and these groups.—(M. Murphy).

2972. **Kaminkow, Hyman B. Basic school approaches in preventing juvenile delinquency.** *Understanding the Child*, 1953, **22**, 73–78.—The school can help in preventing juvenile delinquency by: (1) hiring teacher personnel who "understand children;" (2) community study and utilization of community resources; (3) planning a curriculum that meets the "imperative needs of youth" and putting it into operation; and (4) providing child guidance services for the study and treatment of personality disorders.—(W. Coleman).

2973. **Kohlhaas, M. Eine Entscheidung des Bundesgerichthofs zur Frage der Glaubwürdigkeit der Kinderaussage.** (A decision of the German federal court regarding the question of the credibility of child witnesses.) *Prax. Kinderpsychol. Kinderpsychiat.*, 1952, **1**, 159.—A case is cited in which the testimony of pubescent girls regarding sexual advances by a man is questioned by the reviewing court because of possible unconscious distortions.—(A. O. Ross).

2974. **Levy, Sol** (Eastern State Hosp., Medical Lake, Wash.), **& Kennard, Margaret. A study of the electroencephalogram as related to personality structure in a group of inmates of a state penitentiary.** *Amer. J. Psychiat.*, 1953, **109**, 932–839.—A study designed to discover whether any relationship exists between type of EEG and personality structure in a group of 100 inmates. An increase in abnormal EEG's was found in the prison populations compared to the normal population. Abnormalities in EEG's were equally distributed between crimes of violence and nonviolence. Relatively good personality structure relates to normal EEG. The practical implications are discussed. 17 references.—(F. W. Snyder).

2975. **Lindner, Harold.** (McGuire VA Hosp., Richmond, Va.) **The Blacky Pictures test: a study of sexual and non-sexual offenders.** *J. proj. Tech.*, 1953, **17**, 79–84.—"It has been found that the Blacky Pictures Test is a valid indicator of psycho-sexual deviation in a selected population. It is sufficiently sensitive to discriminate between two groups of subjects; a sexually deviant group and a non-sexually-deviant control group. To the extent that this test represents psycho-analytic theory, these data may be considered to support such theory as a plausible rationale."—(S. Hutter).

2976. **Neustatter, W. Lindesay. Psychological disorder and crime.** London: Christopher Johnson, 1953. (New York: British Book Centre.) 248 p. $4.75.—This book is designed to serve as an introduction to psychopathology to the legal profession. The first 3 chapters serve as introduction, attempting to dispel popular fallacies, to discuss the relation of the psychiatrist in court, and to give an overview of methods of treatment. 11 chapters discuss in a semi-popular manner various of the neuroses and psychoses with case examples. 4 following chapters discuss various types of crime, and the last chapter concerns itself with the question of treatment or punishment. The author distinguishes the functions of a physician as a healer and as an agent of the court.—(R. J. Corsini).

2977. **Pilmes, Reiner. Frauen als Anstifterinnen.** (Women as criminal instigators.) *Nervenarzt*, 1953, **24**, 248–251.—3 cases of women who were successful in getting men to commit murder on their behalf are discussed. It is shown how woman's deep involvement in feelings, her preoccupation with matters of love, and her less active mode of existence all contribute to her greater readiness, as compared with men, to the provocation of crimes by others on her behalf.—(E. W. Eng).

2978. **Reifen, D. Liv'ayot hatipul b'ovrey hok ts'irim.** (On treatment of juvenile offenders.) *M'gamot*, 1952/53, **4**, 64–78.—Based on experiences of a judge in a Juvenile Court in 1950/51. Treatment of the juvenile offender has to be educational from the very beginning. The judge's activity is to be based rather upon theoretical and practical knowledge of social, educational and psychological problems, than on legal procedure. But pardoning and "understanding" itself is not a right way. Suggestions are given as to the structure of Juvenile Courts, the legal procedure in them, the probation service, and the treatment of Arabiv young delinquents in Israel. Appendix about treatment of juvenile delinquents in Sweden.—(H. Ormian).

2979. **Showstack, N. California forges ahead in treating prisoners.** *Med. correctional Ass. Newsltr.*, 1953, **3**(2), 1.—A description is given of the California Medical Facility established on Terminal Island as the hospital prison for the California Department of Corrections. The population consists of about 150 TB patients, 150 psychotics, 400 sex offenders, 300 elderly men and other types of medical cases. The entire program is devoted to treatment through all possible modalities. An extensive group psychotherapy program is carried on. The purpose of this program is to decrease the rate of recidivism from the California penal-correctional institutions, and to promote maximum social readjustment of inmates.—(M. N. Brown).

2980. **Vedder, Clyde B., Koenig, Samuel, & Clark, Robert E. (Eds.) Criminology; a book of readings.** New York: Dryden Press, 1953. xxi, 714 p. $4.50.—The volume's 4 parts present sequentially the topics

of: (1) criminology, crime, and criminal (15 selections); (2) factors in criminality (18 selections); (3) types of criminality (21 selections); and (4) treatment procedures (32 selections).—(L. A. Pennington).

(See also abstracts 3159, 3448)

Psychoses

2981. **Aronson, Marvin L.** (Postgraduate Center for Psychotherapy, New York.) **A study of the Freudian theory of paranoia by means of the Blacky Pictures.** *J. proj. Tech.*, 1953, **17**, 3-19.—90 *S*'s were categorized into 3 groups: paranoid group (psychotic patients), psychotic group (non-paranoid patients), and normal group (30 non-hospitalized individuals). The Blacky Pictures Technique was administered individually to each of the 90 *S*'s and comparisons were made among the 3 groups. "A large number of analytically-derived hypotheses as to how the paranoids should differ from either of the control groups were tested and many supported by the results of this study. The paranoids, on a whole, tended to differ more markedly from the normals than from the psychotics." 23 references.—(S. Hutter).

2982. **Aronson, Marvin L.** (Postgraduate Center for Psychotherapy, New York.) **A study of the Freudian theory of paranoia by means of the Rorschach test.** *J. proj. Tech.*, 1952, **16**, 397-411.—90 *S*'s were categorized into 3 groups: paranoid group (psychotic patients), psychotic group (non-paranoid patients), and normal group (30 non-hospitalized individuals). These *S*'s were tested individually with the Rorschach test, and comparisons of the groups on Rorschach homosexual responses were made. "The results of this study have shown that paranoid subjects report an overwhelmingly greater number of homosexual signs on the Rorschach test than do either non-paranoid psychotics or normals." 18 references.—(S. Hutter).

2983. **Atkin, I.** (Royal Hampshire County Hosp., London, Eng.) **Difficult delusions.** *Lancet*, 1953, **264**, 213-215.—Difficulties arise when deciding whether or not a psychotic patient's statements are delusional. Helpful criteria which can assist are the manner of presentation by the patient and informants, presence of other symptoms of mental illness, reactions to questioning, and evidence of the family doctor and social workers.—(A. A. Kramish).

2984. **Beck, Samuel J., & Nunnally, J. C.** (U. Chicago, Ill.) **Two researches in schizophrenia.** *Amer. J. Orthopsychiat.*, 1953, **23**, 223-237.—A group of schizophrenic adults and a group of schizophrenic children were studied in the following ways: social workers obtained life histories of patients and psychologists using only Rorschach tests, independently described the patients. Using the Q-technique, 6 schizophrenic types were isolated. In 4 of the 6 types there is agreement between Rorschach test patterns and those of psychiatrists. The types where there is disagreement are now being studied and the Q-technique is being applied to the social histories to search for any meaningful pattern of social dynamics involving these patients. In the discussion of this paper, Helen D. Sargent points out problems still to be faced in such an analysis.—(R. E. Perl).

2985. **Behymer, Alice F.** (Boston U., Mass.) **Interaction patterns and attitudes of affiliate students in a psychiatric hospital.** *Nurs. Outlook*, 1953, **1**, 205-208.—This is a report based on a detailed study of the frequency and type of interactions of student nurses with all individuals they contacted during their normal activities on a ward for acute mentally ill women patients, and a resume of the attitudes the students expressed about their experience in psychiatric nursing. Complete findings are given together with summary and conclusions.—(S. M. Amatora).

2986. **Bigelow, Newton. Considerations in the differential diagnosis of schizophrenia.** *Psychiat. Quart.*, 1953, **27**, 382-389.—The chief requirement for the good differential diagnosis of schizophrenia is ample time to (1) develop and review a good history (2) examine carefully and observe the patient and (3) consider all the facts fully.—(D. Prager).

2987. **Boverman, Maxwell. Some notes on the psychotherapy of delusional patients.** *Psychiatry*, 1953, **16**, 139-151.—5 case histories of delusional patients are presented to illustrate the effectiveness of handling reality distortions directly and explicitly by the therapist early in treatment. Two instances are cited to show the harmful results when reality distortions were not challenged.—(C. T. Bever).

2988. **Chamberlain, G. H. A., & Gordon-Russell, J.** (St. Ebba's Hosp., Epsom, Eng.) **The myoclonic threshold in schizophrenia.** *EEG clin. Neurophysiol.*, 1953, **5**, 169-175.—46 adult, non-epileptic schizophrenics were subjected to the photo-metrazol procedure of Gastaut to determine what factors other than epilepsy are associated with the myoclonic threshold (MT). MT correlated with body type (Rees-Eysenck somatic index) at $r = -0.365$ ($P < .01$); thus leptosomes tend to have lower MTs and pyknics higher. Patients with abnormal EEGs had a lower mean MT than those with normal EEGs ($P < .05$). Correlations of MT with age ($r = 0.161$), duration of illness ($r = 0.130$), and body weight ($r = -0.12$) were not significant. Mean MT for chronic patients was higher than that for other patients ($P < .25$). Type of schizophrenia was unrelated to MT, but subgroup Ns were small. These results suggest that MT is to some extent determined by constitutional factors.—(R. J. Ellingson).

2989. **Daston, Paul George. Perception of homosexual words in paranoid schizophrenia.** *Dissertation Abstr.*, 1953, **13**, 259-260.—Abstract of Ph.D. thesis, 1952, Michigan State Coll. Microfilm of complete manuscript, 102 p., $1.28, University Microfilms, Ann Arbor, Mich., Publ. No. 4691.

2990. **Enste, Walter, & Meyer, Wolfgang. Ergebnisse elektrodermatographischer Untersuchungen an Schizophrenen.** (Results of electrodermatographic investigations on schizophrenics.) *Nervenarzt*, 1953, **24**, 300-302.—The electrodermatogram (EDG) is derived by a particular method of measuring skin resistance. In the present study resistances were taken from each patient in 6 body zones at 8 different times of the day. Such daily curves on approx. 215 psychotics showed that: (1) the various psychoses, and especially schizophrenia, gave typical EDG curves differing from one another as well as from the normal EDG; (2) a characteristic feature of the EDG of schizophrenics appeared to be discordances or "crossed" peaks between the

daily curves of consecutive measurements taken from the rump and limbs; (3) insulin shock treatment brought typical changes in the EDG; (4) the irregular ataxia of the schizophrenic EDG curve did not always parallel the psychiatric condition.—(E. W. Eng).

2991. **Feifel, Herman** (Winter VA Hosp., Topeka, Kans.), **& Schwartz, Arnold D. Group psychotherapy with acutely disturbed psychotic patients.** *J. consult. Psychol.*, 1953, **17**, 113–121.—A description of how 20 group psychotherapy sessions of an "open-end type" were carried on by the authors with acutely disturbed schizophrenic patients. The main themes dominating the discussion are examined. Certain selected biographical factors were compared with patients not receiving the treatment. In general, the group psychotherapy patients showed more improvement, both in a quantitative as well as qualitative sense, than did a similar group who did not receive group psychotherapy. Areas for further research are presented.—(F. Costin).

2992. **Fink, Maximilian, et al. Clinical conference; homosexuality with panic and paranoid states.** *J. Hillside Hosp.*, 1953, **2**, 164–190.—A 26 year old married Jewish photographer suffering from acute recurrent anxiety attacks for 3 years was presented at Hillside Hospital on October 19, 1952, and was diagnosed as suffering from paranoid schizophrenia. —(C. T. Bever).

2993. **Finkelstein, Z. A study in schizophreniform psychoses.** *Acta psychiat., Kbh.*, 1953, **28**, 45–60.—The delimitation from schizophrenia of cases of good prognosis with either massive auditory hallucinations with dream-like elaboration or with multiple ideas or reference centered round one particular experience, appears to be justified. These cases are treated via discussion and support. Chronic cases of sensitive paranoia should receive neither hospitalization nor physical treatment. Oneirophrenia (clouded sensorium) requires hospitalization but clears up quickly on removal of stress. —(D. Prager).

2994. **Fleck, Stephen.** (U. Washington, Sch. Med., Seattle.) **Vigilance (orienting behavior), conditional reactions, and adjustment patterns in schizophrenic and compulsive patients.** *Ann. N. Y. Acad. Sci.*, 1953, **56**, 342–377.—A variety of clinical manifestations are presented which seem to parallel or be similar to certain behavior patterns of animals in the laboratory. The implications of these clinically observable phenomena in certain very disturbed patients are considered. "It is suggested that therapeutic effectiveness hinges upon reintegration of these more primitive types of reactivity represented by vigilance and conditioned reflexes into more complex acquired behavior and adjustment patterns." 242 item bibliography.—(S. Ross).

2995. **Friedman, Howard. A comparison of a group of hebephrenic and catatonic schizophrenics with two groups of normal adults by means of certain variables of the Rorschach test.** *J. proj. Tech.*, 1952, **16**, 352–360.—"... the Rorschach protocols of 30 male hebephrenic and catatonic schizophrenics, similar in age, race, IQ, and nativity to the group of 30 male normal adults, was compared with both groups of normal adults. The findings revealed significant statistical differences in eight variables only: (1) number of W responses, (2) per cent of W responses, (3) number of D W responses, (4) number of D responses, (5) per cent of D responses, (6) number of V responses, (7) F+ per cent, (8) and number of P responses. The inference is drawn that most of the traditional Rorschach variables cannot be validly used in isolation for a more subtle evaluation of personality if they cannot differentiate between two extremely divergent groups of subjects."—(S. Hutter).

2996. **Funkenstein, Daniel H.** (Harvard Med. Sch., Boston, Mass.), **& Meade, Lydia W. An evaluation of intravenous ether as a treatment for psychiatric patients.** *Amer. J. Psychiat.*, 1953, **109**, 650–656. —Seventy-three patients with affective psychoses were divided into 3 treatment groups: (1) group receiving intravenous ether, (2) group receiving intravenous saline, and (3) group receiving electric shock. Intravenous ether as a treatment for affective psychoses showed no specific treatment effect that could not be obtained by intravenous saline, and electric shock treatment was a much more efficacious treatment than ether in such cases.—(F. W. Snyder).

2997. **Goldhamer, Herbert, & Marshall, Andrew W.** (RAND Corp., Santa Monica, Calif.) **Psychosis and civilization; two studies in the frequency of mental disease.** Glencoe, Ill.: Free Press, 1953. 126 p. $4.00.—Part I aims at establishing "acceptable estimates of age-specific first admission rates to institutions caring for the mentally ill in Massachusetts for the years 1840 to 1885 in order to compare these rates with those of the contemporary period." No long-term increase in the incidence of the psychoses of early and middle life is reported during the last century. Part II suggests the use of a simple expectancy measure for mental disease, presents a new expectancy table (New York state) based on the measure, and extends the expectancies to include non-institutionalized as well as institutionalized psychotic cases.—(A. J. Sprow).

2998. **Graner, David.** (VA Hosp., Hines, Ill.) **Prognosis in paranoid schizophrenia on the basis of the Rorschach.** *J. consult. Psychol.*, 1953, **17**, 199–205.—"The pretreatment Rorschach records of 36 diagnosed paranoid schizophrenics, who were subsequently given shock treatment, were analyzed to determine the presence of prognostic signs that would distinguish them from the unimproved patients." Some of the results obtained: improved patients showed more anxiety and, less hostility, than unimproved patients; their records were less productive and contained fewer movement and color responses than the unimproved group. Specific Rorschach prognostic signs found by previous investigators with respect to prognosis were not supported in this study. An attempt was made to rationalize the positive findings in this study and to integrate them with previously reported prognostic indicators. 25 references.—(F. Costin).

2999. **Hoagland, Hudson.** (Worcester Found. Exp. Biology, Shrewsbury, Mass.) **Adrenal steroids and personality disorders.** In Yoffey, J. M., The suprarenal cortex, (see **28**: 1972), 125–134.—Schizophrenics show abnormal steroidogenesis and have subnormal adrenal responsivity to both stress and injected ACTH. Some persons not hitherto psychotic develop psychoses following prolonged overdosage with cortisone and ACTH. Patients with adrenals

more normally responsive to ACTH have better prognoses for electroshock therapy.—(W. L. Wilkins).

3000. **Hoagland, Hudson; Pincus, Gregory; Elmadjian, Fred; Romanoff, Louise; Freeman, Harry; Hope, Justin; Ballan, James; Berkeley, Austin; & Carlo, James. Study of adrenocortical physiology in normal and schizophrenic men.** *A.M.A. Arch. Neurol. Psychiat.*, 1953, **69**, 470–485.—By obtaining several indices of adrenal cortex function in 72 normal and 67 schizophrenic men when (1) at rest or (2) given 1 of 3 stress tests (oral dextrose tolerance, pursuit meter, and Target Ball Frustration), or (3) injected with test dosages of corticotropin, it is reported that all patients at rest showed a higher rate of excretion of 17-ketosteroids, sodium, and potassium than the normal subjects. Older patients, however, exhibited less adrenal response to stress and to injections than did the older normal subjects. These and other findings are related to problems in the etiology of schizophrenia.—(L. A. Pennington).

3001. **Holzberg, Jules D., & Cahen, Eleanor R.** (Connecticut State Hosp., Middletown.) **The relationship between psychiatric improvement and certain pathologic changes in the Rorschach during electroconvulsive therapy.** *J. clin. exp. Psychopath.*, 1952, **13**, 237–246.—Personality changes of 20 mentally ill patients as revealed by the Rorschach test were evaluated throughout complete courses of electroshock therapy. The results of the study indicate that the 14 patients rated as psychiatrically improved had more pathologic changes in their Rorschachs during the course of shock treatment than did the 6 unimproved patients. The statistically significant results support the hypothesis that greater pathologic change during shock treatment is associated with improvement. 22 references.—(G. A. Muench).

3002. **Kantor, Robert E., Wallner, Julius M., & Winder, C. L. Process and reactive schizophrenia.** *J. consult. Psychol.*, 1953, **17**, 157–162.—On the basis of Rorschach analyses of two groups of patients, the authors conclude that schizophrenic cases can be reliably classified into "process" (true or chronic) and "reactive" (benign or acute) groups. Their evidence also leads them to believe that these two groups differ in their "psychological-function characteristics." Further studies of the reactive-process hypothesis are indicated. 20 references.—(F. Costin).

3003. **Karpman, Ben. Dream life in a case of hebephrenia.** *Psychiat. Quart.*, 1953, **27**, 262–316.—Dreams of a hebephrenic support previous findings and throw additional light on the content and structure of hebephrenic psychosis.—(D. Prager).

3004. **Kivisto, Paul.** (De Witt State Hosp., Auburn, Calif.) **Group differences in electrocardiographic response.** *Amer. J. Psychiat.*, 1953, **109**, 858–860.—A series of 10 stimuli, successively rotated, were given to 20 psychotics diagnosed as dementia praecox-paranoid, and to 20 non-psychotic subjects. Group differences between psychotics and normals, males and females, were found in 40 subjects in one area of heart action. "Pleasant" word stimuli distinguished the psychotics, whereas a startle stimulus distinguished the sexes.—(F. W. Snyder).

3005. **Knight, Robert P.** (Austen Riggs Center, Stockbridge, Mass.) **Management and psychotherapy of the borderline schizophrenic patient.** *Bull. Menninger Clin.*, 1953, **17**, 139–150.—Psychotherapy for the borderline schizophrenic is discussed in terms of "three crucial therapeutic factors—the patient's capacity to tolerate exploration, his capacity to respond favorably to deep interpretation, and the relationship of his inner controls over regressive tendencies to the therapist's attitude of permissiveness or limit setting." The task of rebuilding and strengthening the patient's ego should receive prior consideration over exploration until the therapist is sure of his ground. Decisions about management are based on this same appraisal of ego functioning.—(W. A. Varvel).

3006. **Leslie, Robert C.** (Boston (Mass.) State Hosp.) **Religious symptomatology in a schizophrenic breakdown.** *Pastoral Psychol.*, 1953, **4**(37), 25–31.—Case study of schizophrenic episodes in an adolescent girl who had strong religious interests, which covered deeper conflicts, arising in jealous domination by the mother, and insecure relationship to a seductive father. The religious identification provided a temporary though artificial solution until these conflicts became more acute. To try to help her on the level of her religious interests without understanding her basic needs would only reinforce the escape device which proved unsound. Religious leaders need a therapeutic orientation.—(P. E. Johnson).

3007. **Luce, Ralph A., Jr., & Rothschild, David.** (Worcester State Hosp., Mass.) **The correlation of electroencephalographic and clinical observations of psychiatric patients over 65.** *J. Geront.*, 1953, **8**, 167–172.—Psychiatric evaluations and EEG's were compared in 100 mental patients in the age range 65–86 years. The cases were divided into the following groups: senile psychoses 24, psychosis with cerebral arteriosclerosis 33, other organic changes of the nervous system 19, and 34 miscellaneous cases. The EEG's were examined for focal or generalized abnormalities, and were characterized as normal or abnormal. Stream of talk, orientation, and memory were used in a combined rating of "degree of clinical disturbance." There appeared to be a correlation between, "...the severity of the mental impairment and the frequency of electroencephalographic abnormalities...."—(J. E. Birren).

3008. **Lyketsos, George; Belinson, Louis, & Gibbs, F. A. Electroencephalograms of non-epileptic psychotic patients awake and asleep.** *A.M.A. Arch. Neurol. Psychiat.*, 1953, **69**, 707–712.—Analysis of tracings from 100 psychotic patients, variously diagnosed, showed "no slow-wave foci in the temporal lobes or elsewhere." Their sleep patterns were lower in voltage than those of normal controls, and the higher incidence of fast activity among the schizophrenic than among all other subjects studied. It is concluded that "psychosis appears...unrelated to epilepsy."—(L. A. Pennington).

3009. **Malkin, P. F. Eshchë o nekotorykh spornykh voprosakh psikhiatrii.** (Once more on certain debatable questions in psychiatry.) *Zh. Nevropat. Psikhiat.*, 1952, **52**(11), 54–62.—A basic classification of psychopathy is presented, which utilizes

Pavlovian notions concerning the strengths and weaknesses of the nervous processes of excitation and inhibition. Problems of diagnosing schizophrenia are discussed. "Broad perspectives" in the study of schizophrenia appear since research is now based on the "dialectico-materialist principles of Michurinist biology and Pavlovian physiology." —(I. D. London).

3010. **Mark, Joseph C.** (New York U.) **The attitudes of the mothers of male schizophrenics toward child behavior.** *J. abnorm. soc. Psychol.*, 1953, **48**, 185–189.—" The attitudes of the mothers of schizophrenics were found to differ from the attitudes of the mothers of nonschizophrenics with respect to various child-rearing practices. Sixty-seven of the 139 items in an attitude survey differentiated the two groups at the .05 level of confidence or better. The mothers of schizophrenics were found to be mainly restrictive in their control of the child. When it came to the warmth of the relationship, they exhibited attitudes of both excessive devotion and cool detachment."—(L. N. Solomon).

3011. **Miller, D. H., Clancy, J., & Cumming, E. A method of evaluating progress in patients suffering from chronic schizophrenia.** *Psychiat. Quart.*, 1953, **27**, 439–451.—In certain cultures schizophrenics are tolerated or encouraged. Hence a patient's social performance within the hospital ward must be assessed independently of the assessment of his psychotic state. A group in treatment shows more hallucinations than a control group. Social performance of the schizophrenic may be somewhat independent of the observed clinical state. By manipulating the surroundings acute disturbances can be avoided.—(D. Prager).

3012. **Mühl, Anita M. Evaluation of schizophrenic writings: before, during, and after electroshock treatments.** *J. Amer. med. Wom. Ass.*, 1953, **8**(1), 13–14.—885 pages of handwriting of 75 cases of schizophrenia before, during, and after electroshock treatments show that certain aspects of the writing remain constant namely: strong secretiveness, defensiveness, and unconscious regression. The chief value of the findings is seen in the field of preventive psychotherapy. Detection of secretiveness, defensiveness, and unconscious regression early in childhood by means of handwriting provides opportunity for overcoming of these tendencies.—(F. C. Sumner).

3013. **Nadeau, Guy, & Rouleau, Yves. Insulin tolerance in schizophrenia.** *J. clin. exp. Psychopath.*, 1953, **14**, 69–77.—Subcutaneous I.T.T.'s were performed on 40 patients who were awaiting insulin shock therapy. Most of the schizophrenics in the group studied showed a definite delayed response to insulin as well as to an induced hypoglycemia. The behavior of this group under insulin stimulation agrees with the theory of hormonal imbalance in the etiology of most schizophrenics. This imbalance is characterized by an overresponsiveness of the adrenals. 21 references. Spanish and French summaries.—(G. A. Muench).

3014. **Neumann, Meta A., & Cohn, Robert.** (St. Elizabeths Hosp., Washington, D. C.) **Incidence of Alzheimer's disease in a large mental hospital; relation to senile psychosis and psychosis with cerebral arteriosclerosis.** *A.M.A. Arch. Neurol. Psychiat.*, 1953, **69**, 615–636.—Histological study of the brains of 210 patients correlated with behavioral data from clinical folders showed 25 cases of the condition. A review of the literature is given and the statement made that the clinical and histological picture is invariable. The condition should accordingly be considered a specific entity and not as a form of "presenile" dementia.—(L. A. Pennington).

3015. **Newman, Israel.** (Augusta (Me.) State Hosp.) **The neuro-dynamic aspect of schizophrenia.** *J. clin. exp. Psychopath.*, 1952, **13**, 107–116.—Blocking between the ideational and affective elements is manifested by the growing indifference so often found in schizophrenia. One also discovers blocking of some affective substrata, with the result of the stimulation of antithetic affective elements; incongruity of the mental elements due to association of induced affective states with ideational contents of different or antithetical characteristics; hallucinations due to positive induction of stimulation of corresponding substrata; delusions due to stimulation of areas surrounded by blockades whose contents cannot be integrated with other data; reversals, such as negativistic responses or reversals in attitudes toward facts of the outside world. In short, the concept of neurodynamic blocking "throws a surprising light upon all the manifestations of dementia praecox."—(G. A. Muench).

3016. **Notkin, J. Frontal bone hyperostosis in psychoses: a clinical study.** *Amer. J. Psychiat.*, 1953, **109**, 929–935.—Observations of frontal bone hyperostoses in psychotic females are reported and interpreted. 15 references.—(N. H. Pronko).

3017. **Pascal, G. R., Swenson, C. H.** (U. Tennessee, Knoxville.), **Feldman, Dorothy A., Cole, Mary E., & Bayard, Jean. Prognostic criteria in the case histories of hospitalized mental patients.** *J. consult. Psychol.*, 1953, **17**, 163–171.—486 case records were examined and 21 variables extracted which were found to be related to status one year after the patient's discharge. 11 of the variables had prognostic significance. The interrelations among these variables were examined. The authors point out that their primary aim in this study was to demonstrate methodology for this kind of approach to prognosis of status after discharge. 53 references.—(F. Costin).

3018. **Peffer, Peter A.** (V.A. Hosp., Perry Point, Md.) **Money: a rehabilitation incentive for mental patients.** *Amer. J. Psychiat.*, 1953, **110**, 84–92. —A rehabilitation program is discussed which employs monetary reward for socially acceptable productive activity as a "bridge" between hospital and "outside" adjustment.—(N. H. Pronko).

3019. **Pugh, Roderick W.** (VA Hospital, Hines, Ill.) **A specific relapse phenomenon during the course of electric convulsive therapy.** *J. consult. Psychol.*, 1953, **17**, 87–91.—In the course of electric convulsive therapy given to 6 paranoid schizophrenics, relapses in the general course of improvement were observed. Time and nature of the relapses were behaviorally studied. Conclusions are drawn concerning the possible etiology of relapses, and additional hypotheses for further study in this area are suggested.—(F. Costin).

3020. **Pullen, Maxwell S.** (Ohio U., Athens.), **& Stagner, Ross. Rigidity and shock therapy of**

psychotics: an experimental study. *J. consult. Psychol.*, 1953, **17**, 79-86.—By means of a factor analysis technique, the authors conclude that rigidity is a generalized feature of psychotic personalities. Convulsive shock therapy resulted in a decrease in rigidity, as defined by the investigators. Results are interpreted in terms of a homeostatic concept of motivation.—(F. Costin).

3021. **Ramana, C. V. Observations on the analysis of a musician.** *Samīkṣā*, 1952, **6**, 229-242.—A paranoid schizophrenic musician had a very weak ego. He had to be re-educated and shown that reality was not such a great threat as fantasied. Musical productions are analogous to dreams. The patient identified himself with his musical productions and thus mastered the threatening incorporated objects. The music seemed to neutralize the unconscious anxiety and tension the ego faced in contact with the superego and reality. 15 references. —(D. Prager).

3022. **Reiner, Elliot R., & Scheflen, Albert E.** (Worcester (Mass.) State Hosp.) **The vital signs of insulin coma therapy: a statistical evaluation.** *J. clin. exp. Psychopath.*, 1952, **13**, 139-151.—A statistical analysis was presented of the vital signs in 24 schizophrenia patients with insulin coma therapy. During a latency phase of 87 ± 21 minutes significant changes did not occur. A sudden diaphoresis followed beginning the subcoma phase, accompanied by abrupt fluctuations in vital signs and impaired mental function. The coma phase occurred after a mean time of 57 ± 19 minutes. After termination of coma with glucose there was a delayed tendency for the vital signs to return to preinjection values. 26 references.—(G. A. Muench).

3023. **Robinson, G. Wilse.** (U. Kansas Med. Sch., Kansas City.), **& DeMott, John D. Electroshock therapy in functional psychoses of old age.** *Geriatrics*, 1953, **8**, 259-262.—6 patients over 80 years of age who were seen in one or more attacks of mental disease were successfully treated with convulsive shock therapy thus confirming the functional character of the illness. It is concluded that patients of any age can be given convulsion shock therapy as safely as younger patients providing adequate prior physical studies are made and clearance given by a competent internist.—(R. G. Kuhlen).

3024. **Robinson, Nancy Mayer.** (V.A. Hosp., Palo Alto, Calif.) **Bender-Gestalt performances of schizophrenics and paretics.** *J. clin. Psychol.*, 1953, **9**, 291-293.—" Bender-Gestalt protocols of 22 paretic and 24 schizophrenic males, ages 50-60, matched as groups for 'degree of psychiatric illness,' were scored according to the Pascal and Suttell technique. The fact that the raw score means of the groups, 67.32 and 49.62 respectively, differ at the $P<.05$ level, implies that the Bender-Gestalt so scored is sensitive to cortical deficit, although overlap precludes diagnostic use of the scores." —(L. B. Heathers).

3025. **Rosen, John N. Direct analysis; selected papers.** New York: Grune & Stratton, 1953. vii, 184 p. $3.75.—9 papers depicting direct analysis (the psychoanalysis of psychotics) are presented. " Direct analysis is a psychologic technique having for its purpose the treatment and cure of psychotic patients." The papers are: (1) Direct analysis: general principles, (2) A method of resolving acute catatonic excitement, (3) The treatment of schizophrenic psychosis by direct analytic therapy, (4) The perverse mother, (5) The survival function of schizophrenia, (6) The prognostic outlook with direct analysis, (7) Discussion of treatment techniques, (8) An initial interview, (9) Some observations on Bleuler's conception of dementia praecox. —(S. Hutter).

3026. **Sacerdoti, Giorgio, & Vegro, Gian Riccardo. Rilievi sull' uso del paraidrossipropiofenone nelle psicosi con controllo degli strisci vaginali e del metabolismo basale.** (Notes on the use of parahydroxypropiophenone in psychoses with control of vaginal smears and basal metabolism.) *Neurone*, 1953, **1**, 191-203.—A study on the effect of parahydroxypropiophenone (PHP) on basal metabolism, psychological conditions, and vaginal cytohormonic smears as manifested in four female psychotics, is presented. There are no appreciable effects on the basal metabolism or psychological condition; the vaginal cytohormonic smears, however, show a definite attenuation, as, according to the authors, the PHP has an inhibitory action on the gonadostimulating hormones. 36 references. English and French summaries.—(A. Manoil).

3027. **Sackler, R. R., Sackler, A. M., & Sackler, M. D. A three-year follow-up study of nonconvulsive histamine biochemotherapy, electric convulsive post-histamine therapy, and electric convulsive therapy controls.** *Psychiat. Quart.*, 1953, **27**, 199-227.—Nonconvulsive biochemotherapy achieves results in hospitalized psychotics comparable to or better than ECT. Patients previously refractory to ECT should receive histamine pre-treatment if ECT is to be re-prescribed. Beneficial effects of ECT cannot be attributed to histamine release alone. 24 references.—(D. Prager).

3028. **Scheflen, Albert E., & Reiner, Elliot R.** (Worcester (Mass.) State Hosp.) **Sensitivity in insulin coma therapy.** *J. clin. exp. Psychopath.*, 1952, **13**, 225-236.—Insulin sensitivity was studied in 67 schizophrenic subjects and clinical data was related to dose levels. The insulin dose was found to correlate with the frequency of deep comas, the time interval between injection and onset of coma, and the vital signs. The frequency curve for mean insulin dose was bimodal. Two levels of insulin sensitivity were observed, and the phenomena of coma differed according to these levels. The role of the neurogenic component of the general adaptation syndrome was postulated and the higher level of sensitivity was assumed to be due to epinephrine-like stimulation. 20 references.—(G. A. Muench).

3029. **Shands, Harley C., & Menzer, Doris.** (Boston (Mass.) State Hosp.) **Eosinophil variation in the course of insulin coma therapy.** *Amer. J. Psychiat.*, 1953, **109**, 757-766.—An investigation of the numbers of circulating eosinophils in schizophrenic patients in relation to the hypoglycemia induced by the injection of insulin before, during, and after a routine course of insulin coma therapy. In the period prior to ICT, patients demonstrate an orderly relation between these 2 indices of function. In the course of ICT there is a loss of the eosinophil-decreasing effect of hypoglycemia in all patients, and in two-thirds of the group there is in addition a considerable eosinophilia. Subsequent to ICT, there is a dissociation between eosinophil numbers

and blood sugar level and a very pronounced lack of clinical response in the face of more severe hypoglycemia. The possible significance of these results is discussed.—(F. W. Snyder).

3030. **Sherwin, Albert C.** (New York Hosp.) **Reactions to music of autistic (schizophrenic) children.** *Amer. J. Psychiat.*, 1953, **109**, 823-831.—Reactions to music were studied in 3 autistic children, 2 of them identical twins. The possibility of a therapeutic application of music is suggested. —(F. W. Snyder).

3031. **Silverman, Albert J.** (Colorado Psychopathic Hosp., Denver.), **Busse, Ewald W., Barnes, Robert H., Frost, Laurence L., & Thaler, Margaret B. Studies on the processes of aging: 4. Physiologic influences on psychic functioning in elderly people.** *Geriatrics*, 1953, **8**, 370-376.—EEG and psychological test studies were made of 56 patients hospitalized due to senile or arteriosclerotic psychosis and to a "community group" of 84 non-psychotics, all over 60 years of age. More EEG abnormalities were noted among the older population than among a younger control group. Pure focal temporal abnormalities, present in the community group, did not seem to affect their functioning, a finding which was confirmed by psychological testing. Careful clinical judgment is necessary to evaluate the significance of an electrical temporal focus in elderly people; psychosocial factors must not be underestimated.—(R. G. Kuhlen).

3032. **Smith, Elgie.** (U. Kentucky, Lexington.) **A study of sex differentiation in drawings and verbalizations of schizophrenics.** *J. clin. Psychol.*, 1953, **9**, 183-185.—40 schizophrenics, primarily paranoids, and 40 general hospital patients were given the Draw-a-Person Test and then asked, "How do we tell the difference between men and women?" Time per drawing, sequence of parts drawn, total number of verbal responses given, and general quality of the drawing did not differentiate the two groups. Schizophrenics gave more unusual verbal responses than the normal group. Single schizophrenics failed to mention differences in genitalia more frequently than married schizophrenics or normals. Normals mentioned differences in genitalia, body shape, hair length, complexion, and cosmetics more often than schizophrenics. The groups were comparable for age and W-B Vocabulary score.—(L. B. Heathers).

3033. **Steinfeld, Julius I.** (Forest Sanitarium, Des Plaines, Ill.) **A contribution to the etiology, therapy, and prophylaxis of schizophrenia; a psychosomatic study.** Des Plaines, Ill.: Forest Press, 1953. 31 p.—The malfunctioning of the hypothalamus, produced from vegetative-somatic trauma in infancy, produces the psychotic process. Stimulation of the vegetative-somatic system through a combination of shock therapy and starvation diet enables the patient to relive the original trauma. This type of treatment results in "clinical restoration" and a resetting of the hypothalamic regulatory functions. Eleven case histories are included. 33 references.—(B. H. Light).

3034. **Stenstedt, Åke. A study in manic-depressive psychosis: clinical, social, and genetic investigations.** *Acta psychiat., Kbh.*, 1952, Suppl. 79, v, 111 p.—Manic-depressives have a lower marriage rate and a higher mortality rate than the average population. Frequency of suicide is higher in manic-depressives. Male depressives commit suicide more often than females. Siblings and children of cycloids do not differ significantly from average in respect to marital status, social class, and type of occupation. Suicide frequency is higher in brothers and mothers of manic-depressives. A genetic relationship between manic-depressive psychosis and any other psychic abnormality cannot be established. Manic-depressive psychosis follows a simple autosomal dominant inheritance with inhibition of manifestation. Such unfavorable environmental factors as dissolution of the home before the child had attained the age of 15 yrs or serious conflict between the parents may increase the risk for psychosis among the siblings of manic-depressives. 59 references.—(D. Prager).

3035. **Stevenson, G. H., & McCausland, A. Prefrontal leucotomy for the attempted prevention of recurring manic-depressive illnesses.** *Amer. J. Psychiat.*, 1953, **109**, 662-669.—A discussion of the prevention of recurrent manic-depressive illnesses by use of leucotomy. Case history summaries for 6 cases are given. Consideration is given to the effect the treatment has on the course of illness and the appearance of deficits in personality as the result of lesions produced in the frontal lobes. Preliminary results of 22 other cases are discussed. A discussion is appended.—(F. W. Snyder).

3036. **Vargha, M., & Kovács, B.** (U. Szeged, Hungary.) **Uber die Elektroschock-Behandlung der sogenannten akuten tödlichen Katatonie.** (On electroshock treatment of the so-called acute, lethal catatonia.) *Psychiat. Neurol. med. Psychol., Leipzig*, 1953, **5**, 173-175.—2 cases of acute catatonia treated with electroshock are compared to 2 similar cases with fatal outcome who were not so treated. The basic physiologic disturbance is considered to be fatal fluid imbalance secondary to disturbance of central nervous system regulation. Fluid restitution alone was insufficient and it is concluded that "electro-shock therapy influences favorably cerebral regulatory disturbances."—(C. T. Bever).

3037. **Vinson, David B., Jr. Response to electroshock therapy as evaluated by mirror drawing.** *J. clin. exp. Psychopath.*, 1952, **13**, 201-210.—In this study, an attempt was made to study the sensitivity to respond (sensorium) of 18 adult psychotic or severely disturbed patients by using Mirror Drawing tests. Results of the study showed that it is possible to discover statistically significant differences to assess the sensorium by Mirror Drawing tests; that it is possible to infer response to treatment from the change in the sensorium as evaluated by the Mirror Drawing test; and that one may predict the clinical prognosis by the evaluation of response to treatment.—(G. A. Muench).

3038. **Vogt, Cécile, & Vogt, Oskar. Que faut-il pour approfondir nos connaissances sur les psychoses dites fonctionnelles?** (What do we need to gain a deeper understanding of the so-called functional psychoses?) *Encéphale*, 1953, **42**, 97-100. —Two anatomists describe the needs of a pathological institute in which the histological basis of the functional psychoses is to be studied.—(M. L. Simmel).

3039. **Wall, James H. The evaluation of treatment.** *Psychiat. Quart.*, 1953, **27**, 240–244.—187 of 242 patients benefited from treatment in a voluntary mental hospital in 1930. 276 of 329 patients benefited in 1950. 37% of 500 schizophrenics benefited in 1935. Catatonics showed most improvement after leaving the hospital. 32% of hospitalized neurotics were recovered 5–15 yrs after leaving the hospital in 1937. ECT shortens the treatment period for involutionals. 50% of cerebral arteriosclerotics could return to work. 23% of alcoholics were recovered. Illness in a family often stimulates greater interest in psychiatry and mental hygiene. —(D. Prager).

3040. **Weil, Annemarie P.** (Child Study Assoc. Amer., New York.) **Clinical data and dynamic considerations in certain cases of childhood schizophrenia.** *Amer. J. Orthopsychiat.*, 1953, **23**, 518–529.—Some of the presenting symptoms which bring schizophrenic children to the doctor's office are poor social-emotional adaptation, problems of manageability, and neurotic manifestations. A great many children outgrow their difficulties within limitations, a number of them show strong tendencies toward an obsessive-compulsive personality development, some develop a more frank form of schizophrenic psychosis. It is important to recognize these children as not neurotic (1) to alert the therapist to certain dangers, (2) a specific kind of guidance can prove very helpful, and (3) one can relieve a great deal of guilt in the mothers by telling them that their enumerated past mistakes had little bearing on the present condition. —(R. E. Perl).

3041. **Weitbrecht, Hans Jörg. Offene Probleme bei affektiven Psychosen.** (Unsolved problems in the affective psychoses.) *Nervenarzt*, 1953, **24**, 187–191.—A discussion of the many-sided questions relating to classification, diagnosis, and etiology of the manic and depressive disorders today. Questions range from those concerned with limited problems to those with bearing on fundamental conceptions of psychic structure and function.—(E. W. Eng).

3042. **Wexler, Murray, & Holzberg, Jules D. A further study of the validity of human form drawings in personality evaluation.** *J. proj. Tech.*, 1952, **16**, 249–251.—"The present study was designed to explore further the diagnostic validity of items which had been found to differentiate significantly between normal and schizophrenic human form drawings in a previous study. The results of the present study confirm the earlier findings which successfully differentiated the human form drawings of normals and schizophrenics."—(S. Hutter).

3043. **Windle, Charles, & Hamwi, Violet.** (Columbia U., N. Y.) **An exploratory study of the prognostic value of the complex reaction time test in early and chronic psychotics.** *J. clin. Psychol.*, 1953, **9**, 156–161.—A complex reaction time test was given to 38 chronic and 26 early psychotic patients. The groups differed not only in duration of illness, but in age, type of treatment, period of follow up, and to some degree in the criteria used for evaluating outcome of treatment. The early group did better on the test than the chronic group. In the early group there was a positive relationship between score and clinical outcome; the reverse trend was present in the chronic group. A critical score is suggested for the test. Improved early cases and out-of-hospital chronic cases all scored at or above this point but there was much overlap; 44% of the in-hospital chronics and 64% of the unimproved early cases also scored at or above this point. —(L. B. Heathers).

(See also abstracts 2353, 2593, 2616, 2727, 2744, 2810, 3137)

Psychoneuroses

3044. **Broser, Fritz. Schwangerschaft und Scalenussyndrom; ein Beitrag zur Frage der "vasomotorischen Neurose."** (Pregnancy and the "scalenus syndrome": a contribution to the problem of "vasomotor neurosis.") *Nervenarzt*, 1953, **24**, 225–229.—Description of anaesthesia and paraesthesia in the hands and arms of 7 pregnant women beginning about the seventh month of pregnancy and disappearing at once after parturition. Although the effects resemble those of a "vasomotor neurosis," it is shown how the increasing weight of the fetus indirectly produces pressure on the arteria subclavia, the ganglion stellatum, and the surrounding nets of autonomic nerves, given a particular anatomical irregularity of the spinal column in the neck region. This pressure gives rise to the apparently neurotic symptoms.—(E. W. Eng).

3045. **Brüel, Oluf. On primary psychotraumatic neurosis.** *Acta psychother. psychosom. orthopadaegog.*, 1953, **1**, 74–83.—"In the etiology of neuroses the importance of primary psychological insults in later childhood is stressed, notwithstanding the claim of analytic psychological schools that the shock necessarily must occur in the patient's early childhood, or even in infancy. The apparently harmless visits of children to the cinema are potent with the danger of serious psychogenetic after-effects. A psychoneurosis of this character is curable, not only as regards function but in the fuller sense." French and German summaries.—(G. Rubin-Rabson).

3046. **Collier, Rex Madison. The case study of an hysterical fugue.** *J. abnorm. soc. Psychol.*, 1953, **48**, 433–442.—The case of a white unmarried male, age 33, is presented in order "(a) to illustrate a special use of post-hypnotic suggestion (instruction) in the treatment of a traumatic war neurosis, and (b) to state a theoretical approach to the effects of fatigue and sleep deprivation (one type of stress) as predisposing factors towards a neurotic reorganization of personality."—(L. N. Solomon).

3047. **Conn, J. H.** (Johns Hopkins U., Baltimore, Md.) **Hypnosynthesis; hypnotherapy of the hysterical depression with a discussion of sexual fantasy and neurotic hostility in terms of interpersonal attitudes and relationships.** *J. clin. exp. Psychopath.*, 1952, **13**, 152–163.—"The clinical data obtained during the hypnotherapy of two hysterical depressed patients are presented in detail. The nature and origin of neurotic hostility and of the sexual fantasies are discussed and the value of formulating the dynamic factors in terms of current interpersonal relationships is contrasted with the use of traditional Freudian explanations. It is concluded that the hypnotic condition more closely approximates that of the waking state and that it can be utilized to foster active patient participation as a collaborative, interpersonal experience."—(G. A. Muench).

3048. **Delgado, Honorio. Concept and classification of neuroses.** *J. clin. exp. Psychopath.*, 1953, **14**, 52-56.—Neuroses are considered as psychic disorders influenced by external events in genesis, evolution, form, or simply in content. Neuroses may be divided into two groups: (1) psychoneuroses, which are mainly reactions such as hysteria, hypochondria, fear neurosis, and psychogenic depression, and (2) bioneuroses, mainly endogenous, such as anxiety neurosis, compulsion or obsessional neurosis. Environment and psychobiologic constitution affect both groups, but environmental influence is predominant in psychoneuroses and hereditary predisposition in bioneuroses. Spanish and French summaries.—(G. A. Muench).

3049. **Frumkes, George. Impairment of the sense of reality as manifested in psychoneurosis and everyday life.** *Int J. Psycho-Anal.*, 1953, **34**, 123-131.—"This paper attempts to: review the development of the sense of reality; give criteria for evaluating impairment (of this sense of reality) in its development; describe the manner in which magical thinking persists in psychopathology; and demonstrate that the sense of reality is a relative process and that some relaxation of reality testing is inevitable."—(G. Elias).

3050. **Gantt, W. Horsley.** (Johns Hopkins U., Baltimore, Md.) **Principles of nervous breakdown—schizokinesis and autokinesis.** *Ann. N. Y. Acad. Sci.*, 1953, **56**, 143-163.—Two new principles involved in the susceptibility to break-down are described. Schizokinesis refers to the "inherent conflict between the general emotional responses and the more perfectly adaptive responses." Autokinesis refers to the "ability of the organism to form new patterns of behavior (both destructive and constructive), without external stimulation, through an inner development on the basis of the traces of individual past experiences and the inner constitution of the organism." 20 references.—(S. Ross).

3051. **Herr, Vincent V., & Kobler, Frank J.** (Loyola U., Chicago, Ill.) **A psychogalvanometric test for neuroticism.** *J. abnorm. soc. Psychol.*, 1953, **48**, 410-416.—"When suitable care is taken to satisfy reasonably the assumptions underlying the use of analysis of variance in PGSR data, it becomes unlikely that one can differentiate normals from neurotics on the separate words of a word association test. However, it seems possible, in view of the direction of mean changes, and in view of the greater variability of the neurotics, to distinguish the normals from the neurotics by the ratio of their selective over- and under-response to certain empirically discovered differentiating words."—(L. N. Solomon).

3052. **Ilan, A.' B'ayat haetiologia shel hanevrozot l'fi torato shel Freud.** (About etiology of neurosis according to Freud's theory.) *M'gamot*, 1952/53, **4**, 79-86.—On the ground of the history of Freud's neurosis theory, his outlook on its etiology is analysed from 3 points of view: actual conflict as incentive, sexual structure, and defense mechanism of the ego. Neurosis arises on the base of general and special biological factors, and in special social conditions. There is an interaction of biological and social factors.—(H. Ormian).

3053. **Ingham, J. G. Static ataxia and suggestibility in neurosis.** *Bull. Brit. psychol. Soc.*, 1953, **20** (Inset), 10.—Abstract.

3054. **Karpman, Ben.** (St. Elizabeths Hosp., Washington, D. C.) **Psychogenic (hysterical) dysphagia: report of a case.** *Amer. J. Orthopsychiat.*, 1953, **23**, 472-500.—A case is presented which gives an unusually clear picture of psychosomatic symptoms disguising instinctual conflict. The patient's outstanding psychosomatic symptom—the inability to swallow solid food—is a symbolic representation of her fear of pregnancy, which is conceived of as a punishment for incest. The strong conflict is between aggression, represented by incestuous desires, mother antagonism, her wish to be a man, periodic outbursts of temper, irritability, etc., and guilt, represented by the need for punishment. The analysis took slightly over one year (119 sessions) and a complete cure was effected.—(R. E. Perl).

3055. **Kempf, Edward J.** (Wading River, N. Y.) **Neuroses as conditioned, conflicting, holistic, attitudinal, acquisitive-avoidant reactions.** *Ann. N. Y. Acad. Sci.*, 1953, **56**, 307-329.—"A new theory of human and other animal behavior, as holistic, equilibrating, electrical reaction systems, built up in a series of pyramiding levels—atomic, molecular, cellular, organismic, psychic and bisexual social—is presented. 23 references.—(S. Ross).

3056. **Kubie, Lawrence S. The concept of normality and neurosis.** In Heiman, M., Psychoanalysis and social work, (see **28**: 2572), 3-14.—The psychoanalytic concept of normal behavior as compared with neurotic behavior is discussed. Unconscious forces are seen as the critical determiners of neurotic behavior, whereas normal behavior is determined primarily by conscious and pre-conscious forces.—(L. B. Costin).

3057. **Laforgue, R. De l'aspect psychosomatique des névroses.** (The psychosomatic aspect of neuroses.) *Acta psychother. psychosom. orthopaedagog.*, 1953, **1**, 49-56.—Several types of familial neuroses associated with conflicts between ego and super-ego which manifested themselves in some cases with symptoms of the intestinal tract are described. English and German summaries.—(G. Rubin-Rabson).

3058. **Liddell, Howard S.** (Cornell U., Ithaca, N. Y.) **A comparative approach to the dynamics of experimental neuroses.** *Ann. N. Y. Acad. Sci.*, 1953, **56**, 164-170.—In this report Liddell stresses his belief that we shall not understand the dynamics of experimental neuroses unless we consider the fundamental emotional rather than the fundamental cognitive nature of the events. A brief outline of a theory to deal with the dynamics of behavior is presented.—(S. Ross).

3059. **Lorenz, Maria, & Cobb, Stanley. Language behavior in psychoneurotic patients.** *A.M.A. Arch. Neurol. Psychiat.*, 1953, **69**, 684-694.—Spontaneous speech and that accompanying TAT testing by 10 hysterics as compared with control subjects indicated that the former used: (1) more verbs and pronouns; (2) fewer substantives, adjectives, prepositions, conjunctions, and articles; and (3) fewer different words per 1,000 with "I" used with high frequency. The data are related to other studies.—(L. A. Pennington).

3060. **Masserman, Jules H., & Pechtel, Curtis.** (Nat. Found. Psychiat. Res., Chicago, Ill.) **Neuroses in monkeys: a preliminary report of experimental observations.** *Ann. N. Y. Acad. Sci.*, 1953, **56**, 253-265.—The effects of being subjected to a "psychologically traumatic" conflict between learned feeding patterns and presumably "innate" reactions of fear to a

toy snake were studied in seven monkeys. Experimental neuroses of several types which developed were described. Therapeutic procedures used were effective only when the subjects relived the etiological motivational conflict by methods specifically suited to the individual and to his unique experiences.—(S. Ross).

3061. **Moriarty, John D. Carbon dioxide inhalation therapy of neuroses.** *J. clin. exp. Psychopath.*, 1952, **13**, 181–194.—The successful use of carbon dioxide inhalation therapy is described in cases of anxiety states, phobic reactions, character neuroses, psychosomatic conditions like spastic colitis and migraine headaches, and alcoholism. Psychotherapy should be used ordinarily with this neurophysiologic treatment. Although the healing mechanisms of CO_2 therapy are not clearly understood, it probably involves a breaking up of pathologic reverberating circuits in the nervous system, thereby allowing the homeostatic mechanism of the organism to take over again. In addition, emotional tensions are released and unconscious material becomes accessible to psychotherapy. 20 references. —(G. A. Muench).

3062. **Mowrer, O. H.** (U. Illinois, Urbana.) **Neurosis: a disorder of conditioning or problem solving.** *Ann. N. Y. Acad. Sci.*, 1953, **56**, 273–288.—A primary distinction is made between conditioning and problem solving behavior as the author's two factor conception of learning. The Freudian conception of neurosis and its treatment are critically analyzed and the "malconditioning hypothesis" of neurosis is discussed. A final section deals with neurosis as a perversity of problem solving.—(S. Ross).

3063. **Reifenberg, Ernst.** (U. Tübingen, Germany.) **Über eine mit Ascorbinsäure wesentlich gebesserte Zwangsneurose.** (On a case of obsessive-compulsive neurosis significantly improved with ascorbic acid.) *Psychiat. Neurol. med. Psychol., Leipzig*, 1953, **5**, 161–167.—The mechanism of neurotic disturbances is postulated to be the pathologic conditioned reflex. On this basis a case of "obsessive-compulsive neurosis" was treated with ascorbic acid and was cured of a "neurotic dysphagia." Russian summary.—(C. T. Bever).

3064. **Ullman, Montague. Factors involved in the genesis and resolution of neurotic detachment.** *Psychiat. Quart.*, 1953, **27**, 228–239.—Detachment develops as a defense against enforced transformation of human potential into automatic mechanical responsiveness. Resolution of detachment depends on a full understanding of the fragmentary means of contact established and of the ruthlessness with which detachment is protected. The analyst can only ally himself with a reality tool rather than a real ego. Relatedness to people must be initiated by someone significant to the patient in relation to this reality tool.—(D. Prager).

3065. **Van der Sterren, H. A., Barnhoorn, J. A. J., Hornstra, L., & Engelhard, H. M. De betekenis der neurosen voor het arbeidsproces.** (The meaning of neurosis for the labor process.) *Doelmatig Bedrijfsbeheer*, 1953, **6**, 111–113.—After an introduction about the question "what is a neurosis" a light is thrown on the neurotic man in the labor-process, followed by a discussion of neurotic relations in the labor-sphere. Several trade-causes which can activate a neurosis with the employers are given: too little delegation of responsibility; no strict arrangements or one does not stick to them; too hierarchic relations are weakened by wrong placing of specialists; too great labor-specialization gives less chance for satisfaction; man is appreciated too little in his work; too little right of participation in hierarchic connection, and finally the ranks have too much an irrational meaning.—(M. Dresden).

3066. **von Ditfurth, Hoimar. Über pathologische Stoffwechselbefunde bei Zwangskrankheit.** (On findings of metabolic pathology in the compulsive disorders.) *Nervenarzt*, 1953, **24**, 204–208.—Relationships between constitution and mode of homeostatic response, and an assumed connection between constitution and psychopathological syndrome, suggested the possibility that specific homeostatic irregularities were associated with different syndromes. The blood-sugar reactions of 8 severe cases of compulsive disorder to injections of insulin and suprarenin were studied. An unspecified number of endogenous depressive patients were used as controls. All cases in the experimental group showed an abnormally unstable reaction in contrast to the normal reactions of the control group. A possible differentiation between disorders connected with an abnormal vegetative constitution and disorders restricted to the psychological sphere is suggested.—(E. W. Eng).

(See also abstracts 2616, 2810, 2954)

Psychosomatics

3067. **Altschule, Mark D. Bodily physiology in mental and emotional disorders.** New York: Grune & Stratton, 1953. 228 p. $5.75.—This critical review of published physiologic data is aimed to be "of help to internists and to medical students" in understanding the manifestations of emotional disturbances. Chapters on the several organ systems, various aspects of metabolism, endocrines, and the nervous system are each divided into historical introductions, and sections on the physiology in health, neurosis, psychosis, and in psychosomatic diseases. There is a general discussion of bodily functioning and of emotion. Bibliographic references totalling 2336 items follow the chapters.—(C. T. Bever).

3068. **Bieber, Irving.** (New York Med. Coll.) **The psychosomatic symptom.** In Wortis, J., Basic problems in psychiatry, (see **28**: 2849), 146–160.—Some psychosomatic symptoms and diseases are fundamentally related to biological defensive reactions to injury or anticipated injury and these are called physioneurotic. Another group is related to the nature of stress and these are called symbolic.—(W. L. Wilkins).

3069. **Boyd, P. Stuart, & Valentine, Max. Word-association test in dysmenorrhoea: a polygraph investigation.** *Brit. J. med. Psychol.*, 1953, **26**, 58–63. —"A 70-item word-association test was administered to a group of dysmenorrhoea subjects and to a control group; in addition to noting the response and the reaction-time, scores were awarded for abnormalities appearing in the psycho-galvanic response and in the respiratory trace. Significant differences in the abnormal direction were noted in the group of dysmenorrhoea subjects, especially in the quality of the response, in the psycho-galvanic reaction, and towards words connected with health, sex, and family and social life."—(C. L. Winder).

3070. **Carballo, I. Rof, et al. Patalogia psicosomatica.** (Psychosomatic pathology.) (2nd ed.) Ma-

drid: Editorial Paz Montalvo, 1950. 996 p. 260 ptas. —The "general part" contains chapters on the development of psychosomatic pathology, the neuroses, the subconscious, characterology, the instincts, psychoanalysis, hysteria, the self, personality, the neurovegetative system, depression, and anxiety. The "special part" deals with the digestive apparatus, the respiratory system, the circulation, the locomotor apparatus, the endocrines, the urogenital system, dermatology, psychiatry, social medicine and medical education.—(H. L. Latham).

3071. **Deutsch, Felix.** (Boston (Mass.) Psychoanalytic Institute.) **The application of psychoanalysis to psychosomatic aspects.** In Heiman, M., Psychoanalysis and social work, (see **28**: 2572), 294–320.—What the social worker should know about the psychosomatic concept is discussed in the following terms: (1) Bodily symptoms as expressions of emotions; (2) Symptoms as conflict solutions of emotions; (3) Psychological and social implications of a psychosomatic disorder; (4) The ego and its defenses; (5) The neurotic factors involved; (6) How a specific psychosomatic disorder is chosen; (7) Techniques of interviewing; (8) Further information the social worker needs to obtain for proper evaluation of the disorder; and (9) The adjustment of the patient within the family frame. 21 references.—(L. B. Costin).

3072. **Fain, Michel. Troubles psychosomatiques survenus au cours d'une psychanalyse.** (Psychosomatic problems arising in the course of psychoanalysis.) *Rev. franç. Psychanal.*, 1952, **16**, 468–494.—The history of a young male suffering sudden impotence is related at length. During treatment, headaches and lumbago sporadically supervene. Erotic fear and defense fantasies account for the headaches; the phylogenetic weakness of the lumbar area and its sexual attributes account for the lumbago.—(G. Rubin-Rabson).

3073. **Ferracuti, F., & Turillazzi, M. S.** (Rome U., Italy.) **Il test di frustrazione di Rosenzweig nei tubercolotici.** (The Rosenzweig frustration test in the tuberculous.) *Arch. Psicol. Neurol. Psichiat.*, 1953, **14**, 225–234.—The P-F test of Rosenzweig, as standardized on French population by Pichot and Danjon, was administered to 41 tuberculous patients aged 16 to 64, in Italy. The results show no specific tuberculous personality. The reduced number of tendencies (1.7 per subject) is explained as a result of the acquisition of a resistance to frustration due to the duration (4 months or more) of the illness. The authors stress the usefulness of the P-F tests as a means of research.—(A. Marcil).

3074. **Field, Minna.** (Montefiore Hosp., New York.) **Patients are people; a medical-social approach to prolonged illness.** New York: Columbia University Press, 1953. viii, 244 p. $3.75.—Discussion of the evolution of the concept of prolonged illness and the extent of the problem serves as an introduction to chapters on the ravages of prolonged illness, the meaning of hospitalization, post-hospital adjustment, learning to live with the illness, and the impact of illness on the family. In conclusion, a long-range program of care is outlined. 58 references.—(A. J. Sprow).

3075. **Friedman, Arnold P., & von Storch, Theodore J. C.** (Montefiore Hosp., New York.) **Tension headache.** *J. Amer. med. Ass.*, 1953, **151**, 174–177.—400 patients (267 women) were studied with the following conclusions: Tension headache is an emotionally induced physiological reaction to various situations productive of anxiety. Three-quarters of the patients are aware of this relationship. Tension headache may be differentiated from conversion, muscular, and vascular headache and from migraine. It responds to placebos in over 50% of the cases. The best symptomatic relief is obtained with analgesics and sedatives (64%). The best prophylactic results are obtained by psychotherapy (58%).—(Courtesy of *Biol. Abstr.*)

3076. **Garma, Angel; Baranger, W., Bisi, J. C., & Figueras, A. The internalized mother as harmful food in peptic ulcer patients.** *Int. J. Psycho-Anal.*, 1953, **34**, 102–110.—Contrary to Alexander's theory which attributes peptic ulcer to a longing for the nourishing mother, the authors present case histories to prove that this illness is produced by the digestive internalization of an aggressive mother. In the ulcer patient's unconscious there is the image of an internalized mother who harms him because he has regressed from genital to oral-digestive conduct. The mother does this by sucking or biting inside the patient's stomach and by cathecting food with harmful psychological qualities.—(G. Elias).

3077. **Guze, Henry.** (Long Island U., Brooklyn, N. Y.) **Anesthesia and instrumentation trauma as revealed in hypnotherapy.** *J. clin. exp. Hypnosis*, 1953, **1**(2), 71–74.—"The discovery of anesthesia and instrumentation trauma in hypnotic patients is discussed. Several cases are presented, and an attempt is made to show the importance of medical and surgical experience in personality organization."—(E. G. Aiken).

3078. **Hammel, Alex. Self hypnosis in obstetrics and technique employed.** *Brit. J. med. Hypnotism*, 1953, **4**(3), 31–36.—"A detailed account of the technique employed in conditioning the pregnant woman by hypnosis for the abolition of pain in labour through the agency of self-hypnosis" is presented. "The basis of the technique is the establishment of a conditioned reflex. This is accomplished by a graduated build up by heterosuggestion of hypnotic phenomena and of post-hypnotic suggestions regarding the course of labour, and terminates with demonstrations by the patient of auto-hypnosis with auto-suggestions regarding the progress of the confinement."—(A. D. Haggerty).

3079. **Juel-Nielsen, Niels. On psychogenic obesity in children. II.** *Acta paediatr., Stockh.*, 1953, **42**, 130–146.—It has not been possible to prove a characteristic outward social, family, and psychological constellation of surroundings for obese children. Recurrent characteristics in the surroundings are frequent occurrences of obesity in the families, great eating habits, and a wide-spread tolerance of these phenomena. Most cases have confirmed that obese children have an abnormally great food intake often combined with bodily inactivity. Nothing has been found to justify the assumption of a recurrent ambivalent attitude with secondary overprotection on the side of the mothers. It is desirable to study more intensively personality predispositions to obesity as well as to procure comparable control material.—(D. Prager).

3080. **Kotkov, Benjamin. Experiences in group psychotherapy with the obese.** *Psychosom. Med.*, 1953, **15**, 243–251.—A content report of 15 group psychotherapy sessions with a group of 9 obese persons ranging from 20 to 40 years of age is provided along with a brief discussion of the emotional needs verbal-

ized. A follow-up one year later for a second group suggested that the sessions helped those who had lost weight to maintain this gain. 42 references. —(L. A. Pennington).

3081. **Krasner, Leonard.** (V.A. Regional Office, Brooklyn, N. Y.) **Personality differences between patients classified as psychosomatic and as nonpsychosomatic.** *J. abnorm. soc. Psychol.*, 1953, **48**, 190–198.—"Three groups of patients in a general medical hospital were given a group of objective personality tests to ascertain personality differences.... Statistically significant personality differences were found between each of the psychosomatic groups and the nonpsychosomatic group, as well as between the combined psychosomatic group and the nonpsychosomatic group." 46 references.—(L. N. Solomon).

3082. **Kroger, Wm. S. Hypnotherapy in obstetrics and gynecology.** *J. clin. exp. Hypnosis*, 1953, **1**(2), 61–70.—"A high percentage of gynecologic complaints are due to psychic factors. Therapeutic efforts, therefore, must be directed primarily toward the psychologic component. Until recently, the principal weapon of the dynamically oriented physician was orthodox psychoanalysis. However, the increased interest for a relatively rapid approach has demonstrated the diagnostic and therapeutic value of hypnoanalysis.... This review emphasizes that hypnosis per se is only of value in obtaining symptomatic relief. On the other hand, hypnoanalysis elicits the responsible dynamics behind the symptom, and is effective in reaching all aspects of the personality." 48 references.—(E. G. Aiken).

3083. **Kuhn, Roland. Zur Daseinsanalyse der Anorexia mentalis.** (On the existence-analysis of anorexia mentalis.) *Nervenarzt*, 1953, **24**, 191–198.—The relationships between the physiology of amenorrhea and experiences of emotional stress are developed in the case of an 18 year old girl. It is shown how the loss of a loved person was followed by preoccupation with him in phantasy and constant stimulation of the sympathetic nervous system with resultant amenorrhea. In her relationship with the psychotherapist she was freed from this tyranny of imagination, making possible the gradual disappearance of the amenorrhea.—(E. W. Eng).

3084. **Lamb, Wanda M.** (Washington U., St. Louis, Mo.), **Ulett, George A., Masters, William H., & Robinson, Donald W. Premenstrual tension: EEG, hormonal, and psychiatric evaluation.** *Amer. J. Psychiat.*, 1953, **109**, 840–848.—A questionnaire study of 127 student nurses was made. Of these, 5 were randomly selected who had premenstrual tension; 5 were controls. Electroencephalographic, hormonal and psychiatric investigations of these subjects revealed the following: (1) no indication that the behavioral manifestations of premenstrual tension reflect directly alterations in the cerebral neurophysiology so measured, (2) endocrine activity within normal limits in all subjects, with no demonstrable distinction between subjects with premenstrual tension and controls, and (3) no evidence that would substantiate a theory of psychogenic etiology for premenstrual tension.—(F. W. Snyder).

3085. **Lorand, Sandor. Depressive reaction in women related to childbirth.** *J. Hillside Hosp.*, 1953, **2**, 131–142.—Using 2 case histories, the author discusses post-partum depressions, the type of woman likely to suffer them, and suggests preventive measures for the physician during the prenatal period.—(C. T. Bever).

3086. **Lowy, S. Notes on psychosomatic practice.** *Brit. J. med. Psychol.*, 1953, **26**, 152–157.—The emotional gratification of the interview and examination of a first medical contact is considered. The possible implications of the psychosomatic view in the future of medical practice is discussed.—(C. L. Winder).

3087. **McClellan, J. H., & Schwartz, Abraham.** (V.A. Cent., Los Angeles, Calif.) **The treatment of tuberculous patients with electroshock therapy.** *Amer. J. Psychiat.*, 1953, **109**, 899–905.—The use of electroshock therapy is described in patients suffering from severe mental illness, aggravating and aggravated by advanced stages of pulmonary tuberculosis. Its value is advocated and interpreted.—(N. H. Pronko).

3088. **McLaughlin, James T., Zabarenko, Ralph N., Diana, Pearl Butler, & Quinn, Beatta.** (U. Pittsburgh, Pa.) **Emotional reactions of rheumatoid arthritics to ACTH.** *Psychosom. Med.*, 1953, **15**, 187–199.—Administration of the drug to 21 patients, using a placebo as control, was accompanied by objective improvement in 50% of the cases and by personality changes suggesting a restoration of the "relatively exhausted capacity to adapt to stress." In certain instances improvement was accompanied by increased aggression which "intensified the neurotic and characteral defenses."—(L. A. Pennington).

3089. **Manhold, John H.** (U. S. Naval School of Aviation Medicine, Pensacola, Fla.) **Further studies of the relationship of personality variables to dental caries.** *U. S. Naval Sch. Aviat. Med. Res. Rep.*, 1953, Proj. No. 057.11.01, 5 p.—The methods and results of a study which expands a former work of the author's by using a larger number of subjects and varied tests are reported. The major findings appear to present a measurable relationship between certain personality traits and DMF (decayed, missing, and filled teeth) ratings. The prime limitation is that although a demonstrable relationship exists, the underlying psychological significance of the relationship is at present obscure. 28 references.

3090. **Montreuil-Straus, Germaine. The psychosomatic aspect of housework: report from France.** *J. Amer. med. Wom. Ass.*, 1953, **8**(2), 59–61.—A questionnaire study of housewives in France provides evidence to the effect that many housewives with children, doing all their housework without domestic help, suffer from a special form of psychosomatic overstrain due on one hand to the duration of the work and its nature, on the other hand to an emotional, psychic, and mental disequilibration largely stemming from the evolution in the status of women.—(F. C. Sumner).

3091. **Oltean, Mary. Organic pathology accompanying diabetes mellitus as indicated by the Rorschach.** *J. proj. Tech.*, 1952, **16**, 485–488.—The Rorschach test was administered to a mixed group of 20 S's "... to discover whether or not organic pathology as measured by the Rorschach technique will be evident in those individuals diagnosed as diabetes mellitus. Although 75% of the diabetic study group gave Rorschach records which contained five or more of the organic signs suggestive of organic pathology, it is not inferred that these Rorschach records reflect organic pathology directly. Rather, it is concluded that personality difficulties resulting from organic pathology is present in diabetes mellitus as indicated by the Rorschach technique."—(S. Hutter).

3092. **Quaade, Flemming. On psychogenic obesity in children. III.** *Acta paediatr., Stockh.*, 1953, **42**, 191-205.—Obesity in children must have an alimentary cause, is not a very specific manifestation, is related to dietary habits of the environment, and is to be treated by nutriohygienic education and instruction as well as psychotherapy.—(D. Prager).

3093. **Reitan, Ralph M.** (Indiana U. Med. Center, Indianapolis.) **Intellectual and affective functions in chronic brucellosis.** *Amer. J. Psychiat.*, 1953, **110**, 19-28.—Three diagnostic groups composed of patients with neurosis, organic brain damage and brucellosis were given the Rorschach test. The subjects of the 3 groups were individually matched on the basis of sex, age, formal education and IQ. Results indicate that among other things, Rorschach "signs" of brain damage occur much more frequently in brucellosis than neurosis.—(N. H. Pronko).

3094. **Reitan, Ralph M.** (Indiana U. Sch. Med., Indianapolis.) **Intellectual functions in myxedema.** *A.M.A. Arch. Neurol. Psychiat.*, 1953, **69**, 436-449.—The administration of the Rorschach test to 3 groups (15 in each) of neurotic, myxedematous, and brain damaged adults matched on the variables of sex, age, education, and IQ, indicated the presence of "some impairment" in intellectual functions in those with myxedema, their performances falling between those by the neurotic and by the brain damaged. Suggestions are made for more extensive study of the problem.—(L. A. Pennington).

3095. **Roemer, Hans. Gynäkologische Organneurosen; Einführungsvorlesungen in die Psychosomatik.** (Gynecological organ neuroses; introductory lectures in psychosomatic medicine.) Stuttgart: Georg Thieme, 1953. iv, 190 p. DM 13.50.—Written in an informal style, this volume consists of 9 introductory lectures on psychosomatic aspects of gynecological practice. The author discusses pathogenesis and symptom formation, recommends the association test as a helpful diagnostic aid, and considers the appropriateness of dream interpretation and brief therapy. To illustrate typical problems, 18 case histories are presented. 20 references.—(H. P. David).

3096. **Rosen, Harold.** (Johns Hopkins U., Baltimore, Md.) **The emotionally sick pregnant patient: hypnodiagnosis and hypno-evaluation—psychiatric indications and contraindications to the interruption of pregnancy.** *J. clin. exp. Hypnosis*, 1953, **1**(2), 8-27.—The psychodynamic background of the abortion-demanding pregnant woman is considered in some detail. 9 case histories are presented. 3 major groups of such patients are considered: (1) patients who can be treated psychotherapeutically so that their pregnancies continue to term; (2) patients who are determined to have an abortion, legally or illegally, and who apparently suffer no untoward emotional after-effects as a result; and (3) patients whose pregnancies previously had been interrupted legally or illegally, and who later developed emotional disease which was precipitated out as a result of the abortion. 23 references.—(E. G. Aiken).

3097. **Schneider, Robert A.** (Cornell U., Ithaca, N. Y.) **Recurrent thrombophlebitis: an experimental study of life situations and emotions and the clotting time and relative viscosity of the blood.** *Amer. J. med. Sci.*, 1951, **222**, 562-578.—Six patients with recurrent thrombophlebitis were investigated. Attacks of thrombophlebitis in the past were often temporally correlated with sustained periods of emotional disturbance characterized by fear, anxiety, and anger. Characteristically the stressful life setting in which thrombophlebitis occurred was one in which the patient was confronted by the threatened or actual loss of an important life figure. The patients with recurrent thrombophlebitis chronically reacted to the major and minor stresses of daily living with anxiety, fear, and anger, and these reactions were commonly accompanied by a shortened clotting time.—(Rewritten; courtesy of *Biol. Abstr.*)

3098. **Schopbach, R. R., & Angel, J. L. Obesity: an etiological study.** *Psychiat. Quart.*, 1953, **27**, 452-462.—A potentially obese person has genes which accelerate total body growth rate, genes which tend to stop physical and emotional growth earlier than usual, and genes which sensitize the hypothalamic appetite mechanism. Stressful situations precipitate overeating usually accompanied by neurotic or even psychotic solutions. Frequent personality conflicts of obese people have to do with passivity, dependence, assuming responsibility, and inability to express aggression. 19 references.—(D. Prager).

3099. **Seitz, Philip F. Durham.** (Indiana U., Indianapolis.) **Dynamically-oriented brief psychotherapy: psychocutaneous excoriation syndromes.** *Psychosom. Med.*, 1953, **15**, 200-242.—25 consecutive cases referred by the dermatologist for treatment of their masochistic hysterical symptom of excoriation were placed on directive, interpretative psychotherapy during which 12 terminated the sessions and 13 improved during the 12 interviews allotted. Details of sessions for selected patients are given.—(L. A. Pennington).

3100. **Stevenson, Ian P., Duncan, Charles H., Flynn, John T., & Wolf, Stewart.** (New York Hosp.-Cornell Med. Center.) **Hypertension as a reaction pattern to stress. Correlation of circulatory hemodynamics with changes in the attitude and emotional state.** *Amer. J. med. Sci.*, 1952, **224**(3), 286-299.—74 persons were studied: 30 patients with habitual blood pressures of 150/90 mm. Hg or more were compared to 16 patients without hypertension and 28 normotensive subjects. Personality data on each subject were obtained and correlated with the symptoms and with the measurements of circulatory function. During overt emotional disturbances, the hypertensive subjects showed a greater rise in blood pressure in proportion to the increase in cardiac output than did the normotensives; and suggested a greater vasoconstrictive response in this group.—(Rewritten; courtesy of *Biol. Abstr.*)

3101. **Stokvis, Berthold. Disposition and attitude as psychosomatic conceptions.** *Acta psychother. psychosom. orthopaedagog.*, 1953, **1**, 65-73.—A semantic discussion of the concepts "disposition" and "attitude," reveals: attitude is reflected in psychosomatic make-up. When disposition is wrong, it may be changed, either by reasoning or by way of "affective resonance," differentiated into four types. French and German summaries.—(G. Rubin-Rabson).

3102. **Stone, Harriet M.** (Skidmore Coll., Saratoga Springs, N. Y.) **Psychological factors in infantile eczema.** *Amer. J. Nurs.*, 1953, **53**, 449-451.—While the emotional factor is only one of the pre-disposing factors in eczema, evidence indicates that it cannot be neglected if treatment is to be successful. Interfamilial relationships are discussed. Often there is an emotional-maladjustment, particularly in the mother-child relationship. Subjection to an overwhelming type

of domineering love, a frustrated desire for love, other frustrations, annoyances, anger, suppressed anger, were found to be present in the children in many studies. Opinions differ as to whether over-protection or rejection is the most common situation. Often these are inter-related, as the mother rejects the infant while assuming an over-protective role.—(S. M. Amatora).

3103. **Thompson, Charles E.** (VA Hosp., Little Rock, Ark.) **A suggested approach to the study of psychosomatic dentistry.** *Dent. Items*, 1953, **75**, 486–494.—"This paper suggests the establishment of a working hypothesis to test the relationship between emotional states and oral disorders, and points to areas where initial investigations may begin."

3104. **Van Pelt, S. J. Asthma? Is there any such disease?** *Brit. J. med. Hypnotism*, 1953, **4**(3), 17–25.—The author while not denying that a condition known as asthma does exist, denies that it is a disease and presents the view that spasmodic asthma is nothing more than a symptom of underlying nervous disorder. As such this condition responds well to hypnotic therapy. Six cases are presented.—(A. D. Haggerty).

3105. **Weiss, Edward. Psychosomatic aspects of essential hypertension.** *Acta psychother. psychosom. orthopaedagog.*, 1953, **1**, 13–21.—"...Although the varieties of character and neurotic disturbances occur in hypertensive individuals, a common problem seems to be the presence of emotional tension due to chronically repressed hostility. This inhibited aggression (chronic rage) seems to bear a definite relationship to hypertension and, if it can be turned outward by means of psychotherapy, anxiety is diminished and blood pressure is often lowered. Even if blood pressure is unaffected, the treatment often benefits the patient by making him a healthier and more effective personality." French and German summaries.—(G. Rubin-Rabson).

3106. **White, Abraham G.** (Mount Sinai Hosp., New York.) **The patient sits down; a clinical note.** *Psychosom. Med.*, 1953, **15**, 256–257.—In taking medical histories from cardiac patients it was found that 55.4% of them sat "at ease" when no desk was interposed between the physician and the client as contrasted with 10.8% "at ease" with the desk present.—(L. A. Pennington).

3107. **Wisdom, J. O. A general hypothesis of psychosomatic disorder.** *Brit. J. med. Psychol.*, 1953, **26**, 15–29.—"...the chief feature of the present theory is that it makes a highly general characterization of personality-types into those that use projective imagery successfully and those that fail." The former are not subject to psychosomatic disorders while the latter are. The theory is given in the form of 11 hypotheses and tests of refutation are discussed. The author relates his views to those of Alexander, Deutsch, and Selye. 50 references.—(C. L. Winder).

3108. **Wretmark, Gerdt. The peptic ulcer individual: a study in heredity, physique, and personality.** *Acta psychiat.*, 1953, Suppl. 84, 183 p.—Gastric ulcer shows familial occurence but not as great as duodenal ulcer. Duodenal ulcer individuals are more often leptosomatic than gastric ulcer individuals. The more leptosomatic the body build, the worse the prognosis. Duodenal ulcer cases but not gastric ulcer cases were more often supercapable than the controls. There is an inherited predisposition for duodenal ulcer. Superstability is an essential factor in this predisposition. Choice of therapy lies between psychotherapy and early operation. 212-item bibliography.—(D. Prager).

3109. **Zemlick, Maurice J., & Watson, Robt. I. Maternal attitudes of acceptance and rejection during and after pregnancy.** *Amer. J. Orthopsychiat.*, 1953, **23**, 570–584.—Anxiety symptoms, both psychological and somatic, and attitudes of rejection of pregnancy and motherhood have been shown to be positively related to prenatal and parturient adjustment. The subjects of this investigation were 15 white, married, primiparous patients. Criterion data for the pregnancy period were collected by the obstetrician who rated the patients repeatedly on physical, emotional and psychosomatic symptoms, and on cooperation. At parturition, two criteria were used: time in labor and adjustment in delivery. Criteria of post-partum adjustment centered around mother-child relationship. The means of prediction of adjustment included selected TAT cards, the McFarland-Seitz Psycho-Somatic Inventory, and the ZAR Pregnancy Attitude Scale.—(R. E. Perl).

(See also abstracts 2357, 2614)

Clinical Neurology

3110. **Barris, Ralph W., & Schuman, Harold R.** (U. California Med. Center, Los Angeles.) **Bilateral anterior cingulate gyrus lesions. Syndrome of the anterior cingulate gyri.** *Neurology*, 1953, **3**, 44–52.—The clinical features and post-mortem findings on a single such case are reported. The early stage revealed apathy, akinesia, mutism, incontinence, indifference to pain and bilateral Babinski signs with normal deep tendon reflexes and normal muscle tone; a later stage showed increasing stupor and coma. Disturbed pulse, respiration and temperature probably reflect damage to cortical autonomic mechanisms. The much milder effects of experimental and therapeutic lesions to area 24 in animals and men are probably due to the much less complete destruction of the cingulate gyrus. 19 references.—(C. E. Henry).

3111. **Berko, Martin J. Some factors in the mental evaluation of cerebral palsied children.** *Cerebral Palsy Rev.*, 1953, **14**(5–6), 6; 11; 15.—The importance of cultural impoverishment, of the possible presence of emotionally toned reaction patterns, and of perceptive defects is indicated. Stanford-Binet performances profitably can be considered in terms of the highest level attained, evidence of specific abilities and disabilities, and qualitative aspects.—(T. E. Newland).

3112. **Conrad, K. Über ein eigenartiges Spiegelphantom; heautoskopisches Phänomen als Dauerzustand bei Hypophysentumor.** (Concerning a unique mirror-phantom; heautoscopic phenomenon as a chronic condition in a case of tumorous hypophysis.) *Nervenarzt*, 1953, **24**, 265–270.—Report of a male patient with a tumorous hypophysis who, 8 days after the loss of his vision, saw before him for 7 years a phantom image of his own face. This image changed to conform to his expressions when he laughed and cried. It is suggested that just as the "phantom limb" represents an attempt to retain the integrity of the bodily unit, the "phantom face" is an attempt to retain the integrity of the optic sphere following the loss of vision. 22 references.—(E. W. Eng).

3113. **Domnick, O., & Domnick, G. Anmerkungen zu dem von Hoheisel und Walch veröffentlichten Fall von Akustischer Reflexepilepsie.** (Remarks to the case of acoustic reflex epilepsy, published by Hoheisel and Walch.) *Psychiat. Neurol. med. Psychol., Leipzig*, 1953, **5**, 200-201.—The pathogenetic theory is advanced that this (see **28**: 3123) as well as other cases of reflex epilepsy are phenomena of Pavlov's conditioned reflex. Reflex epilepsy is more frequent than recognized and is a "pure organic disease process."—(C. T. Bever).

3114. **Fay, Temple.** (Pennsylvania Women's Med. Coll., Philadelphia.) **Desperately needed research in cerebral palsy.** *Cerebral Palsy Rev.*, 1953, **14**(3-4), 4; 11; 13; 15.—"What is most needed is the careful factual history of the patient, chronologically detailed by the parent from the first known event and this history helpfully edited by a trained medical or social advisor and kept up to date, so that if sudden death should come, that brain would furnish meaningful facts for the microscope to record and compare with the record." Eight problem areas are named and mobile research teams are proposed for the collection of needed data.—(T. E. Newland).

3115. **Fay, Temple. Speech analysis—a cornerstone in rehabilitation of language.** *Cerebral Palsy Rev.*, 1953, **14**(1-2), 4-5; 13-16.—Human speech must be examined "in the light of the primary centers involved," recognizing that final function is "a secondary coordinate result of properly fused primary units." According to the Mills concept of cortical speech areas, "the dominant (handed) hemisphere is concerned chiefly with consonant-propositional (non-tonal) speech, whereas the opposite ('silent') hemisphere is primarily concerned with tone (vowels). The proper blending of the function of each (areas 44) is required for the desired word-language." In screening, the examiner must check the aspects of "auditory intake," "speech output," "speech sound synthesis," and "bulbar intake and output."—(T. E. Newland).

3116. **Fuldner, Russell V. What Connecticut offers its cerebral palsied children.** *Conn. St. med. J.*, 1953, **17**(2), 108.—Resources in Connecticut available to parents of cerebral palsied children are listed and described briefly. Facilities for family counseling, diagnostic and treatment services, psychological evaluation, special education and vocational training, camping, and the supplying of equipment, transportation and braces are included. —(Courtesy of *Bull. Curr. Lit... Handicapped.*)

3117. **Geisler, Erika. Traumatogene verbale Alexie.** (Traumatic verbal alexia.) *Psychiat. Neurol. med. Psychol., Leipzig*, 1953, **5**, 157-161.—The case of an intelligent 8 year old girl is presented who suffered from an isolated verbal alexia secondary to a traumatic brain lesion. Differentiating examination procedures and methods of re-education are described. Russian summary.—(C. T. Bever).

3118. **Geist, Harold, & Crawshaw, Ralph. Testing patterns in acromegaly.** *J. clin. exp. Psychopath.*, 1952, **13**, 247-262.—A history of acromegaly is presented along with a discussion of the medical and psychiatric aspects of the disease. Although the purely medical aspects of acromegaly are well known, it is suggested that the psychiatric aspects have been examined only sporadically. An objective analysis of the personality pattern of a case of acromegaly is developed and the suggestion is made that the results are significant only when society recognizes the difficulties such people have in adjusting to a life which to them is new and frightening. Since no physical therapy has as yet been discovered to combat the tumor, the psychologic elements, therefore, become so much more important. —(G. A. Muench).

3119. **Glick, Selma J. Survey of the adult cerebral palsied population.** *Cerebral Palsy Rev.*, 1953, **14**(1-2), 9-10; 16; 18.—"An unbiased sampling of 150 adult ambulatory cerebral palsied individuals" who sought job placement help from two New York City agencies was studied by means of a combined interview and questionnaire method. Age range was from 18.5 to 45 years, with a median of 25 years; 95 were males. Speech involvement was present in 80% of the cases; multiple physical involvement, in 75%. 23 were college graduates; 38 had less than eighth-grade education. 37 were employed; 22 needed extensive training to become employable. Evidences of emotional maladjustment were observed in almost 75% of the cases. Implications concerning needed work with and for cerebral palsied children are given.—(T. E. Newland).

3120. **Glick, Selma J., & Donnell, Catherine. Non-medical problems of the adult with cerebral palsy.** *Nurs. Outlook*, 1953, **1**, 277-279.—After leaving the care of the nurse, the cerebral palsied adult needs an opportunity to work, to live, and to play as his non-handicapped contemporaries. The article gives pointed information on how he can be helped by (1) educational adjustment, (2) obtaining suitable occupational employment, (3) by heterosexual adjustment, (4) by appropriate recreations and recreational facilities, (5) by living arrangements, that enable him to make the contribution to society for which he is potentially able.—(S. M. Amatora).

3121. **Glick, Selma J., & Donnell, Catherine.** (Hunter Coll., New York.) **Non-medical problems of the child with cerebral palsy.** *Nurs. Outlook*, 1953, **1**, 101-103.—The public health nurse can help parents and community to understand the child with cerebral palsy and his difficulties. Topics included in the discussion are: Parental attitudes, the over-protective parent, the rejecting parent, parents who deny the disability, parents who fear having another child, sources of help for parents, emotional problems of the child, child's lack of understanding of his condition, his feeling of inferiority, his immaturity, fears, sexual problems, placement, and community.—(S. M. Amatora).

3122. **Greenstein, Louis.** (Mt. Sinai Hosp., New York.) **Epilepsy and the electroencephalogram.** *J. Mt Sinai Hosp.*, 1953, **19**, 683-688.—A summary of the data collected from 100 epileptics. Patients with near relatives suffering from epilepsy usually show abnormal EEGs. Without this familial history of epilepsy normal EEGs were frequently found in patients not suffering from petit mal seizures. The earlier the age of onset the greater the likelihood of the patient presenting an abnormal EEG. Anticonvulsants were successful in reducing the number of abnormal EEGs. No correlation was found between the EEG and: frequency of seizures; age of patient; duration of illness; time of day of attacks; or any

combination of types of seizures excluding petit mal.—(Courtesy of *Biol. Abstr.*)

3123. **Hoheisel, H. P., & Walch, R. Ein Fall von akustischer Reflexepilepsie.** (A case of acoustic reflex epilepsy.) *Psychiat. Neurol. med. Psychol., Leipzig*, 1953, **5**, 194-200.—The case of a 22 year old man suffering from somewhat atypical epileptic attacks, triggered by acoustic stimuli, is presented with the history that they were first noticed 9 years previously when they occurred regularly during air raid siren warnings. EEG was found mildly dysrhythmic and prone to paroxysmal activity during hyperventilation. The author proposes the possibility that reflex epilepsy is a special disease process different from the usual concept of ideopathic or symptomatic epilepsy. Russian summary.—(C. T. Bever).

3124. **Jordan, William K. Aspects of brain metabolism important in cerebral palsy.** *Cerebral Palsy Rev.*, 1953, **14** (8), 3-10.—Biochemical research, both by ultraviolet microscopic and by direct chemical techniques, on nerve and liver cells of fetal and adult animals is reviewed with view to its possible bearing on the incapacity of neurons to regenerate. 38 references.—(T. E. Newland).

3125. **Josephy, Herman. Pick's disease.** *A.M.A. Arch. Neurol. Psychiat.*, 1953, **69**, 637-638.—Abstract and discussion.

3126. **Keith, Haddow M., Norval, Mildred A., & Hunt, Arthur B.** (Mayo Clinic, Rochester, Minn.) **Neurologic lesions in relation to the sequelae of birth injury.** *Neurology*, 1953, **3**, 139-147.—In a group of 4,464 infants, 57 had clinical or pathologic lesions of the nervous system; since only five of these had difficult births it is concluded that this was not an important factor in those who survived. Asphyxia and delayed respiration likewise had little subsequent effect. Placental, cord, toxemia, and hypertensive influences were similarly non-critical. —(C. E. Henry).

3127. **Kelly, Michael.** (34 Queens Road, Melbourne, Aust.) **Sensory and motor loss after non-neural injuries.** *Neurology*, 1953, **3**, 327-335. —" Ascending neuritis is a spreading sensory or motor disturbance, with pain, which appears after a minor injury to non-neural tissues. It is the effect of chromatolysis of neurones, which is a normal reaction to injury of peripheral tissues. In ascending neuritis this reaction is intensified and transmitted from cell to cell, so that large numbers of neurones are disturbed and may perish. In a series of 43 cases, loss of cutaneous sensation was more common than motor loss; the hand or the forearm was injured in more than half of the cases. The skin was punctured in only 15 cases; infection therefore cannot be the cause. Ascending neuritis is often diagnosed erroneously as hysteria or malingering." 71 references.—(C. E. Henry).

3128. **Kirkner, Frank J.** (VA Hosp., Long Beach, Calif.), **Dorcus, R. M., & Seacat, Gloria. Hypnotic motivation of vocalization in an organic motor aphasic case.** *J. clin. exp. Hypnosis*, 1953, **1** (3), 47-49.—" A 41 year old male patient with a history of mutism on an organic basis for a year and a half failed to respond to speech retraining efforts. Comprehension was good and motivation poor. With the aid of hypnosis, he was induced to vocalize. Following vocalization, oral speech retraining progress was steady. Retraining efforts in writing met with repeated failure."—(E. G. Aiken).

3129. **Kral, V. A., & Dörken, Herbert, Jr.** (Verdun Protestant Hosp., Montreal, Que.) **Deterioration in dementia paralytica.** *Amer. J. Psychiat.*, 1953, **109**, 684-692.—A comparative serological and psychological investigation of 52 institutionalized cases of dementia paralytica. The treated cases with negative spinal fluid showed a more pronounced deficit of intelligence and personality resources than those cases still in active phase. 27 references. —(F. W. Snyder).

3130. **Kral, V. A.** (Verdun Protestant Hosp., Montreal, Que., Can.), **& Durost, H. B. A comparative study of the amnestic syndrome in various organic conditions.** *Amer. J. Psychiat.*, 1953, **110**, 41-47. —" The amnestic syndromes as occurring in senile psychoses, alcoholic Korsakow, after electroshock treatment, and after bilateral prefrontal lobotomy are compared both clinically and by means of psychological tests. Impairment of recent memory and immediate recall has been found as the type of memory impairment common to the 4 amnestic syndromes investigated. The theoretical implications of these findings are discussed. Impairment of partial memories as tested with Meyrat's method has been found only in senile psychoses." 21 references.—(N. H. Pronko).

3131. **Lairy-Bounes, G. C., Garcia-Badaracco, J., & Dell, M. B.** (Centre Neuro-chirurgical Sainte-Anne, Paris, France.) **Epilepsie et troubles de la vigilance.** (Epilepsy and disturbances of vigilance.) *Encéphale*, 1953, **42**, 170-192.—The authors define disturbance of vigilance clinically and electroencephalographically by the signs accompanying the transition from the waking state to sleep in normals, and the difficulties of remaining awake in narcoleptic patients even between attacks. These signs are seen also in patients with psychomotor epilepsy and with epileptic fugue states. Circumscribed EEG foci are found most easily during sleep, while other signs, e.g. bilateral spikes appear more frequently in the waking state. The relationship of these signs to a system including the infundibulum and the diencephalon are discussed and their implications for the so-called temporal lobe epilepsy are pointed out. 16 references.—(M. L. Simmel).

3132. **Landau, William M. March of piloerection as a convulsive equivalent.** *A.M.A. Arch. Neurol. Psychiat.*, 1953, **69**, 766-768.—A case is described in which generalized motor seizures alternate with minor ones, the latter characterized by feelings of unreality, déjà vu, and a march of piloerection over one side of the body. Neurological mechanisms for this response are discussed.—(L. A. Pennington).

3133. **Larsen, E. F., & Vraa-Jensen, G. Ischæmic changes in the brain following electroshock therapy.** *Acta psychiat., Kbh.*, 1953, **28**, 75-80.—A case of acute delirium in a 45 yr old man who died 36 hours after his fourth electroshock. There had been only petit mal seizures produced by the treatment. Autopsy revealed pronounced edema of the brain, fresh subarachnoid hemorrhages at the site of an electrode, and slight degeneration and loss of nerve cells as well as moderate glial proliferation in the superficial cortical layer. The cytological changes are related to ischaemia and the vascular phenomena

are the underlying causes of the pathological processes as a whole.—(D. Prager).

3134. **Marshall, C., Walker, A. Earl, & Livingston, S. Photogenic epilepsy: parameters of activation.** *A.M.A. Arch. Neurol. Psychiat.*, 1953, **69**, 760-765.—"By use of intensity attenuation of a stroboscopic light with Polaroid filters, and by noting the amount of light required to give a positive electroencephalographic reaction of increased voltage with slowing, it was demonstrated that red light was at least 10 times as effective in triggering attacks in a case of photogenic epilepsy as were other colored lights." Minus red lenses were later helpful to the patient.—(L. A. Pennington).

3135. **Meyer, E., & Crothers, B. Psychological and physical evaluation of patients with cerebral palsy studied for periods of ten years or more.** *Amer. J. phys. Med.*, 1953, **32**, 153-158.—As a result of a 10-year longitudinal study of about 80 cerebral palsy patients, the following conclusions are made: (1) Give early attention to the parents' attitudes; (2) appraise difficulties early and realistically; (3) stress development of acceptable social situations; (4) educate the patient, and the community, to develop more realistic attitudes toward the handicap; (5) it is still "a wide open question" as to whether home adjustment or institutional living should be the ultimate goal.—(M. N. Brown).

3136. **Michal-Smith, Harold.** (New York Med. Coll.) **The identification of pathological cerebral function through the H-T-P technique.** *J. clin. Psychol.*, 1953, **9**, 293-295.—The H-T-P was given to boys, ages 8-16, committed to a diagnostic center for study. Half the group had normal, half abnormal EEG's. Scoring of the H-T-P was done by a person having no knowledge of the EEG records. Only one—line quality—of the six signs scored gave a difference at at least the 5% level between the groups.—(L. B. Heathers).

3137. **Nemor, Norman.** (V.A., Palo Alto, Calif.) **The alternation of an ambiguous figure in paretics and schizophrenics.** *J. abnorm. soc. Psychol.*, 1953, **48**, 445-447.—"The hypothesis of this study was that gross cerebral pathology would affect the number of fluctuations of an ambiguous figure in a negative manner, that is, the number of fluctuations would be less in paretic patients than in schizophrenic patients. This hypothesis was not substantiated."—(L. N. Solomon).

3138. **Nylander, Ingvar, & Koersner, Per-Erik.** (U. Hosp., Upsala, Sweden.) **Electroencephalography and cerebral lesions: a clinical investigation on children.** *J. clin. exp. Psychopath.*, 1952, **13**, 164-174.—During the years 1949-51, every new patient that came to the Department of Psychiatry of University Hospital in Upsala, Sweden, was given an EEG. At a later time the EEG findings were compared with the clinical picture to see if there was any correlation between them. Results showed the following: pathological EEGs occur in greatly increased frequency among cases with clinical signs of a lesion; motor difficulties and special difficulties with reading and writing are usually caused by a lesion; about half the neuroses showed signs of a lesion; the alpha activity tends to be lower and slow activity and asymmetrical activity tends to be greater among cases with motor difficulties and signs of a lesion than among the cases of neurosis.—(G. A. Muench).

3139. **Petrus, J., & Balaban, A. B.** (V. A. Hospital, Bronx, N. Y.) **Special psychiatric problems of the paraplegic: report of a case of attempted suicide by a paraplegic.** *Amer. J. Psychiat.*, 1953, **109**, 693-695.—A rare case of attempted suicide by a paraplegic is presented. A discussion of psychiatric problems of the paraplegic is presented with emphasis on his reactions to his disability and to his environmental handicaps, and including some of the approaches that have been made to cope with these problems. Factors important in determining the prognosis are presented.—(F. W. Snyder).

3140. **Pichot, Pierre. A study of perseveration tests in normal and epileptic subjects.** *Bull. Brit. psychol. Soc.*, 1953, **20** (Inset), 13.—Abstract.

3141. **Rauch, —. L'examen psychologique des enfants atteints d'encéphalopathies avec troubles moteurs.** (Psychological examination of children suffering from cerebral palsy with motor disturbances.) *BINOP*, 1953, **9**, 14-20.—A brief survey of the methods used in the U. S. for the psychological evaluation of children with cerebral palsy. Limited possibilities of standardized tests are underlined as well as the perils involved in the current procedure of adapting the tests to the limitations of the children. A positive interest is expressed for various batteries of tests presently in development. Brief consideration is given to the exigencies of the problem and to current research.—(G. Dufresne).

3142. **Reitan, Ralph M.** (Indiana U. Med. Center, Indianapolis.) **Intellectual functions in aphasic and non-aphasic brain injured subjects.** *Neurology*, 1953, **3**, 202-212.—Comparison of Rorschach performance of two matched patients and one control group (18 cases each) showed statistically significant evidence of intellectual impairment with loss in abstraction. No difference, however, was noted between the aphasic and non-aphasic brain injured groups. 17 references.—(C. E. Henry).

3143. **Russell, W. Ritchie, & Whitty, C. W. M.** (Radcliffe Infirmary, Oxford, Eng.) **Studies in traumatic epilepsy. 2. Focal motor and somatic sensory fits: a study of 85 cases.** *J. Neurol. Neurosurg. Psychiat.*, 1953, **16**, 73-97.—This is an analysis of epileptic phenomena observed in 85 patients after discrete head injuries. 5 types of motor and 7 types of sensory attacks are distinguished and their relation to the site of injury and to sensori-motor deficits is considered. The authors discuss the general features of initial aurae and their spread and conclude with their anatomical and psychological implications. Detailed drawings of the loci of injury as revealed by x-ray and clinical descriptions are presented.—(M. L. Simmel).

3144. **Scott, John S., & Masland, Richard L.** (Bowman Gray Sch. Med., Winston-Salem, N. C.) **Occurrence of "continuous symptoms" in epilepsy patients.** *Neurology*, 1953, **3**, 297-301.—12 of 100 epileptic patients showed, during reasonably effective medical treatment, prolonged nonictal visceral and psychiatric reactions somewhat resembling aura. Marked amelioration usually followed a seizure. The temporal lobes were commonly involved. These reactions, though not drug specific, were less prominent with phenobarbital. It is suggested that a continuous intellectual or

affective aura may be involved, the phenomenon being related to the psychotic while medicated epileptic.—(C. E. Henry).

3145. **Weinstein, Edwin A., Kahn, Robert L., Sugarman, Leroy A., & Linn, Louis. The diagnostic use of amoburbital sodium ("amytal sodium") in brain disease.** *Amer. J. Psychiat.*, 1953, **109**, 889–894.—Patterns of disorientation for time, place, and person, and denial of illness were produced in 57 of 88 patients with proven brain disease. A control group of 50 patients showed no such changes. The use of this drug as a diagnostic test for brain disease is discussed.—(N. H. Pronko).

(See also abstract 3247)

Physically Handicapped

3146. **Abel, Theodora M.** (Institute for Psychotherapy, New York.) **Figure drawings and facial disfigurement.** *Amer. J. Orthopsychiat.*, 1953, **23**, 253–264.—Severely disfigured individuals who come for corrective surgery are likely to portray their problem about their disfigurement in the faces of their same-sex human figure drawings. Mildly disfigured patients do not distort the faces of their drawings, although they have distorted attitudes toward their actual faces and place the blame for their emotional difficulties on the face. In the discussion, Karen Machover makes the point that organs are set in personalities and have no disconnected life of their own, and that the total reaction to handicap is a more vital measure than the specific concrete projection. —(R. E. Perl).

3147. **Barker, Roger G., Wright, Beatrice A., Meyerson, Lee, & Gonick, Mollie R. Adjustment to physical handicap and illness: a survey of the social psychology of physique and disability.** New York: Social Science Research Council, 1953. xvi, 44 p. (Bulletin 55, revised).—This survey of the psychological and social adjustment of physically handicapped persons is revised (see **21**: 1153) and the literature is reviewed. The literature considered is limited to social behavior and personality and in a large measure to conditions in the United States and Great Britain. Following an introductory chapter, 7 chapters are devoted to problems of physical size and strength, crippling, tuberculosis, impaired hearing, impaired vision, acute illness, and employment of the disabled. There are separate bibliographies for each of the chapters averaging over 100 items each and totaling 921 entries.—(C. M. Louttit).

3148. **Blodgett, Harriet E.** (U. Minnesota, Minneapolis.) **Psychology points the way.** *Crippled Child*, 1953, **31**, 19–20.—It is the psychologist's role to evaluate behavior in terms of developmental standards; to interpret qualitative differences and handicaps for educational and training purposes; to provide for maximal development of abilities and skills; and to distinguish the child who has assets to develop from the one who does not.—(G. S. Speer).

3149. **Brill, Richard G., & Orman, James N. An experiment in the training of deaf children in memory for sentences.** *Amer. Ann. Deaf*, 1953, **98**, 270–279.—This study compared deaf and hearing children in memory for sentences. Short sentences revealed no differences between the groups while long sentences did reveal statistically significant differences in favor of the hearing.—(H. R. Myklebust).

3150. **Charen, Thelma G. Blind and blindness: an etymological note.** *Amer. J. Ophthal.*, 1953, **36**, 839–840.—Derivation of words referring to blindness in various languages stem from words meaning darkness. 15 references.—(D. Shaad).

3151. **DiCarlo, Louis M., & Gardner, Eric F.** (Syracuse U., New York.) **The efficiency of the Massachusetts pure tone screening test as adapted for a university testing program.** *J. Speech Hearing Disorders*, 1953, **18**, 175–182.—1754 new students at Syracuse U. were tested in Sept. 1951. 127 individuals who failed the group test were matched against a random sample from those passing the group test. Individual pure tone tests were administered to both groups. The results establish the efficiency of the Massachusetts group pure tone test as applied in the Syracuse U. testing program. The 8000 cps signal tone is a better indication of hearing at 4000 cps than 2000 cps. Of 23 failing both tests at 500 cps, 12 also had losses at 250 cps. —(M. F. Palmer).

3152. **Elkin, Victor B. The relationship between personality characteristics and efficiency in the use of aural sensory aids by a group of acoustically handicapped patients.** *Dissertation Abstr.*, 1953, **13**, 202–203.—Abstract of Ph.D. thesis, 1952, New York U. Microfilm of complete manuscript, 167 p., $2.09. University Microfilms, Ann Arbor, Mich., Publ. No. 4621.

3153. **Grossman, Maurice.** (V. A. Hospital, Palo Alto, Calif.) **Emotional aspects of rehabilitation.** *Amer. J. Psychiat.*, 1953, **109**, 849–852.—Some of the emotional aspects of rehabilitation of a disabled patient are: how a person feels about being disabled, what he gains by remaining disabled, what he gains by getting well, regression, changing the concept of disability. Also discussed in a program of prevention is lack of psychiatrists and other professional people.—(F. W. Snyder).

3154. **Jussawala, K. N. K.** (Victoria Memorial Sch. Blind, Bombay, India.) **Blind children and their rehabilitation.** *Indian J. soc. Wk*, 1953, **13**, 257–269.—Although there are as many as 2,000,000 blind in India, very little provision for their education and occupational training exists in that country. Attention is focused on national needs, national responsibility, and the various individual problems of the blind. Ways and means of organizing programs of prevention, treatment, education, training, and employment are discussed and suggested.—(R. Schaef).

3155. **Kessler, Henry H. Rehabilitation of the physically handicapped.** (2nd ed.) New York: Columbia University Press, 1953. xiii, 275 p. $4.00.—This revised edition (see **22**: 2178) contains much new material on the rehabilitation of wounded veterans, on vocational guidance, and on vocational training and placement. Developments since 1947 in rehabilitation programs are described. Recent statistics are cited. More than 100 major, non-sectarian national centers and agencies for the handicapped are listed.—(A. J. Sprow).

3156. **Krudewig, Maria. Die Wunderheilung des Knaben Gérard Baillie im Lichte der neueren Wahrnehmungstheorie.** (The miraculous cure of the boy Gérard Baillie in the light of recent perception theory.) *Jb. Psychol. Psychother.*, 1953, **1**, 321–330.—The case of a 4.5 year old boy,

2 years blind, who recovered his sight at Lourdes, is described. It is suggested that the excitement arising from the strangeness of the new surroundings and the meaning of the pilgrimage to the little boy and his mother, precipitated the recovery of the body of visual memories that had become dissociated from the visual apparatus at the age of 2.5. These memories, aided by tactile, auditory and proprioceptive experiences from the period of blindness, enabled the boy to perceive visually once more. The boy's intelligence, attentiveness, and loving mother are considered additional contributing factors.—(E. W. Eng).

3157. **Lende, Helga. Books about the blind; a bibliographical guide to literature relating to the blind.** (2nd ed.) New York: American Foundation for the Blind, 1953. vii, 357 p. $5.00.—A compilation of about 4200 annotated references, more than half of which were not entered in the first edition (see **14**: 6212). All lists have been brought up-to-date, and bibliographies on a number of subjects not dealt with before have been included.

3158. **Loomba, R. M.** (Lucknow U., India.) **Recent deafness research.** *Deaf in India*, 1953, **4**(4), [7 p.]—Indicates the principal directions psychological research on deafness has taken in the past 5 years, and reviews research which "has very largely concentrated in two areas—studies of stimulation deafness, particularly of traumatic loss, and improvements in methods of diagnosis and treatment of deafness." 29 references.—(A. J. Sprow).

3159. **Olshansky, Simon S.** (Massachusetts Voc. Rehab. Office, Boston.) **Disability and delinquency.** *J. Rehabilit.*, 1953, **19**(3), 18.—Olshansky points out that disability and delinquency do not necessarily have a cause and effect relationship. Any relationship that does exist is more likely to be found in poor social relationships which may in part be influenced by the presence of disability.—(M. A. Seidenfeld).

3160. **Peckham, Ralf A. Misdirective counseling.** *J. Rehabilit.*, 1953, **19**(3), 3-6.—The author is highly critical of the lack of reality in the counseling given to severely disabled people by some of his colleagues. He points out the lack of fairness to the client as well as the vocational counselors when such misguided efforts are carried out. He also emphasizes the failure on the part of counselors to pay beed to the motivation of the client which may, in turn, wreck the best laid plans unless properly evaluated. He argues for the establishment of a more basic, common-sense appraisal of what the client will do with what he has in the way of mental and physical equipment and the determination of what help is required to bring him up to this optimal operational level.—(M. A. Seidenfeld).

3161. **Perman, Joshua M., & Rapoport, Jack.** (Mount Sinai Hosp., New York.) **Psychotherapy of a hospitalized orthopedic patient.** *Psychosom. Med.*, 1953, **15**, 252-255.—Case report of manipulative psychotherapy with a 3-year-old girl on an orthopedic ward is given.—(L. A. Pennington).

3162. **Podolsky, Edward. Emotional problems of the hard of hearing.** *Eye, Ear, Nose, Thr. Mon.*, 1951, **30**, 596-597.—A discussion of the effects of deafness. The deaf may become suspicious even paranoid, and may be considered stupid. They have difficulty in expressing their feelings, they feel rejected and frustrated, hence there is social insecurity. Anxiety often leads to depression. On the positive side there are three compensations: increase of concentration, constructive thinking, and the interpretative capacity of the other senses may be increased. Modern science has done much to overcome the shortcomings of deafness.—(J. C. G. Loring).

3163. **Reifen, David. The treatment of physically disabled soldiers in Israel.** *Jewish soc. Serv. Quart.*, 1953, **29**, 269-277.—A resumé of a psychiatric social worker's experience as the commanding officer in a Rehabilitation Center of the Israeli Army. Most of the patients were amputees. Unfortunately for all concerned, the program was both poorly planned and poorly accepted by the military personnel. The patients were well-motivated but poorly oriented. Adequate professional help and better community understanding would have greatly improved the situation in the author's opinion.—(M. A. Seidenfeld).

3164. **Rudd, J. L., & Feingold, S. Norman. Teamwork in medical and vocational rehabilitation.** *Amer. Practit. Dig. Treatm.*, 1953, **4**, 183-185.—The work of the Medical Rehabilitation Commission in the Department of Industrial Accidents in Massachusetts is described, and a case report illustrates how a vocational service contributes to the rehabilitation of a disabled individual.—(A. J. Sprow).

3165. **Saenger, Ingeborg. Die Entwicklung eines gehörlosen Kindes im normalen Geschwisterkreis.** (The development of a deaf and dumb child among normal siblings.) *Prax. Kinderpsychol. Kinderpsychiat.*, 1952, **1**, 153-159.—Description of the problems faced by the deaf child and its family. The importance of helping the afflicted break out of his isolation is stressed. Understanding, warmth, and affection are even more important here than in raising a normal child.—(A. O. Ross).

3166. **Sullivan, J. D. Psychiatric problems of interest for the physiatrist.** *Arch. phys. Med.*, 1953, **34**, 353-358.—The author presents some of the "many practical psychiatric problems of which the physiatrist should be aware." He discusses (1) the schizophrenic or severely neurotic patient; (2) the young adult patient with cerebral palsy; (3) the hemiplegic; (4) the painful phantom limb of the amputee; (5) the neurosis of the chronically disabled; (6) the limits and potentialities of psychotherapy by the physiatrist.—(M. N. Brown).

3167. **Westlake, Harold.** (Northwestern U., Evanston, Ill.) **Understanding the child with a cleft palate.** *Quart. J. Speech*, 1953, **39**, 165-172.—The following aspects of the problem are discussed: (1) how cleft palate develops, (2) problems of dentition, speech, and emotional reaction, (3) prosthesis (4) group treatment, (5) speech therapy, and (6) personal readjustment.—(J. M. Pickett).

3168. **Wilson, Donald V. World cooperation for exceptional children.** *Except. Child.*, 1953, **19**, 296-303.—A review of the activities of the numerous international organizations and agencies engaged in developing services for the handicapped.—(T. E. Newland).

3169. **Young, Freda. The deaf in the community.** *Social Serv.*, 1953, **36**, 170-173.—The education and training of the deaf person, his social and employment problems, present a challenge to the social worker which can be met only through special train-

ing in psychology of the deaf and ability to communicate with them in the manual language. Work for the deaf is carried on in Great Britain by Missions, affiliated with the National Institute for the Deaf, which provide employment guidance and selective placement, interpreter's services where needed, visiting service for the lonely and aged, and assistance in social difficulty.—(Courtesy of *Bull. Curr. Lit... Handicapped*).

3170. **Young, Marjorie A. C. The partially seeing—psychological aspects.** New York: National Society for the Prevention of Blindness, Inc. 16 p. 15¢. (Publ. No. 154.)—Presents statistics on the causes and degree of partial sight in school children and gives a characterization of the educational programs available to them favoring cooperative placement plans in regular public schools. The common eye defects are described and problems of personal adjustment caused by them are discussed. The influence of various types of eye defects on vocational counseling and job placement, and general principles related to eye comfort under occupational conditions are reviewed. 19 references.—(B. Lowenfeld).

(See also abstracts 2218, 2955, 3264)

EDUCATIONAL PSYCHOLOGY

3171. **Corey, Stephen M.** (Teachers Coll., Columbia U., New York.) **Action research to improve school practices.** New York: Bureau of Publications, Teachers College, Columbia University, 1953. xii, 161 p. $3.00.—Teachers, supervisors, and administrators would make better decisions and engage in more effective practices if they were able and willing to conduct research as a basis for these decisions and practices. Various chapters (1) differentiate action research from traditional research; (2) illustrate the process of action research; (3) give two examples thereof; (4) consider the relativity of research quality; (5) describe conditions favorable to action-oriented educational experimentation; (6) show action research as a learning method; and (7) give statistical problems in action research. 80-item bibliography.—(S. M. Amatora).

3172. **Di Vesta, Francis J.** (Maxwell Air Force Base, Ala.) **Evaluation of several teaching methods by adult students.** *J. educ. Res.*, 1953, **46**, 659–671.—A group of students in a military university who had an average age of 35 years, an average of 2.5 years of college education, and an average of 9 years of professional military experience were given a questionnaire by means of which they were asked to evaluate a variety of teaching methods employed in a course designed to develop executive ability in the military situation. Highest ratings were given by the students to staff exercises, lectures, and demonstrations; lecture-discussion in large groups and individual training periods received the lowest ratings.—(M. Murphy).

3173. **Enoch, H.** (Department of Education, Tel Aviv.) **Gom'rey batey hasefer hay'sodiyim b'Tel Aviv.** (Elementary school leavers in Tel Aviv 1949/50–1950/51.) *M'gamot*, 1952/53, 4, 3–26.—A follow up study. In 1950/51, 49.5% of elementary school leavers in Tel Aviv (8th graders) turned to academic secondary schools (55.8% of girls, 42.8% of boys), 21.6% of boys and 5.4% of girls turned to technical schools, 12.7% girls to clerical schools, 1.7% of all to agricultural schools, and 18.2% of all to work. Origin of the State of Israel did not influence the vocational choice of elementary school leavers in Tel Aviv. Thus, the educational system is criticized, and ways are suggested to adjust school and vocational choice to the economic needs of the new state. First of all, choice of academic secondary schools is to be diminished.—(H. Ormian).

3174. **Ginzberg, Eli, & Bray, Douglas W. The uneducated.** New York: Columbia University Press, 1953. xxv, 246 p. $4.50.—The problem of illiteracy—its extent, its racial and regional distribution, its relation to educational opportunity, its reduction during the past half century—is considered especially in relation to manpower resources in industry and the Armed Forces. Part I, Education and society, in 4 chapters considers the broad problems of illiterates in the national economy. Part II, in 6 chapters, presents the results of studies of the special training programs for illiterate military personnel in World War II. The evidence suggests that they were well justified as 89% of the sample group were found to be acceptable or good soldiers. The post-war adjustment of these men, and the policies and practices of industry with respect to illiterates are also reported. In Part III, 3 chapters are devoted to a discussion of the findings in relation to national manpower problems.—(C. M. Louttit).

3175. **Griffith, Coleman R.** (U. Illinois, Urbana.) **The cost of prejudice in education.** *Stud. higher Educ., Purdue Univ.*, 1951, No. 79, 58–64.—The author finds, in present society, "a deep prejudice against too much education and against too many educated men." Failure of city, state, and national budgets to provide adequate funds and facilities for universal education results in discriminations which accentuate the prejudices based on race, color, and creed.—(A. E. Kuenzli).

3176. **Kearney, Nolan C. Elementary school objectives; a report prepared for the Mid-century Committee on Outcomes in Elementary Education.** New York: Russell Sage Foundation, 1953. 189 p. $3.00.—Presents the objectives of elementary education as outlined by the committee of consultants, evaluated by the committee of critics, and interpreted by the survey committee. Recommended goals for individual social and emotional development, ethical behavior, standards, values, social relations, esthetic development, communication, quantitative relationships, etc., are included. Implications for educational practice, research, and measurement are explored. A working definition of the things for which measurement techniques are most needed in the schools is provided. 24 references.—(A. J. Sprow).

3177. **Krugman, Morris. Education's debt to orthopsychiatry.** *Amer. J. Orthopsychiat.*, 1953, **23**, 445–453.—In recent years educators have adapted orthopsychiatric concepts to the educational process, especially on the lower school level. However, other forces in the community have become active in attacking education and youth. This amounts to a denunciation of the major contributions of orthopsychiatry to education. Orthopsychiatrists should give active support to individuals, groups and institutions attempting, against great odds, to apply the information they are engaged in spreading.—(R. E. Perl).

3178. **Melby, Ernest O.** (New York U.) **The effect of current educational programs on personality development.** *Amer. J. Psychiat.*, 1953, **109**, 856–857.—A discussion of current educational programs in connection with mental health and personality.—(F. W. Snyder).

3179. **Meng, Heinrich. Zwang und Freiheit in der Erziehung.** (2nd Auf.) (Coercion and freedom in education. (2nd ed.)) Bern: Hans Huber, 1953. xi, 227 p. Fr.24.80.—Second, enlarged edition of a volume originally published in 1945 (see **22**: 1844). The uses and misuses of the permissive and of the punitive approach to child rearing and education are discussed. A new chapter dealing with present-day man in a changing world has been added and the documentation part has been considerably enlarged.—(A. O. Ross).

3180. **Simpson, Ray H.** (U. Illinois, Urbana.) **Improving teaching-learning processes.** New York: Longmans, Green, 1953. ix, 487 p. $5.00.—Text is designed for methods courses preparing high school teachers, from viewpoint of student as prospective teacher and also as present learner in college. Teaching-learning process is defined as identifying and solving problems, stressing learner's participation. Chaps. 3–6 show how to help identify, select, and solve problems. Chaps. 7–12 analyze 5 necessary "service learnings" which aid problem-solving: evaluation, progress reports, resources, group learning, and reading. Remainder of book is devoted to introduction and assumptions (chaps. 1,2); analysis of common teaching methods and selected difficulties, research on newer practices, and a "challenge" (chaps. 13–16).—(F. Laycock).

3181. **Skiff, Stanley.** (U. Richmond, Va.) **Concept formation and education.** *Peabody J. Educ.*, 1953, **30**, 296–299.—The author believes that the real purpose of education is to teach concepts. He gives examples of how they may be taught.—(M. M. Kostick).

3182. **Traxler, Arthur E. (Ed.) Modern educational problems; Report of the seventeenth educational conference, New York City, October 30–31, 1952, held under the auspices of the Educational Records Bureau and the American Council on Education.** Washington, D. C.: American Council on Education, 1953. viii, 147 p. $1.50.—11 papers and a panel discussion are included. 7 of these papers and the panel discussion are abstracted separately.—(G. C. Carter).

3183. **Traxler, Arthur E., & Townsend, Agatha E. (Eds.) Improving transition from school to college.** New York: Harper, 1953. xvii, 165 p. $2.75.—This is a study of college admission by the Committee on School and College Relations of the Educational Records Bureau. Conclusions drawn from the study are that (1) appraisal of the total personality of the student in preparation for and selection of college is more important now than previously; (2) despite the still prevailing pattern of unit requirements, greater flexibility exists in college preparation; (3) better communication exists between the high school and the college admissions office; (4) wider use of standard tests and cumulative records has increased the reliability of the quantitative data furnished the college. 40 references.—(D. R. Krathwohl).

(See also abstract 2165)

School Learning

3184. **Auble, Donavon, & Mech, E. Victor.** (Indiana U., Bloomington.) **Partial verbal reinforcement related to distributed practice in a classroom situation.** *J. Psychol.*, 1953, **36**, 165–186.—In terms of educational psychology, partial reinforcement simulates actual life better than continuous reinforcement, in the classroom in distributed form. A class of 3rd grade pupils divided into three groups received: (I) continuous reinforcement in the form of teacher praising publicly improvement and general superiority; (II) reinforced days 2, 4, and 6; (III) not directly reinforced, although working in presence of it by virtue of being in the same room. The experiment was repeated on a second class. No significant differences were found in either resistance to extinction or level of performance, in either correct or error responses. The control group did as well as the two groups which received stimulation.—(R. W. Husband).

3185. **Bartov, H. Hapsihohigena y'hidat limud bahiologia.** (Psychohygiene as teaching unit in biology.) *Urim*, 1952/53, **10**, 228–234.—The importance of psychohygiene is stressed. Educational failures in home education are explained as main roots of children's emotional difficulties. To avoid them, instruction of psychohygiene is recommended, its place in teaching of nature science is explained, and curriculum and ways of teaching are suggested. The main content of this subject are: Psychohygiene of emotional and social development, and the main problems of personal and social adjustment.—(H. Ormian).

3186. **Brinkley, S. G.** (Emory U., Ga.) **Mental activity in college classes.** *J. educ. Res.*, 1953, **46**, 535–541.—College students were asked to rank 10 learning situations according to the degree of mental activity which they experienced in them. Among the situations ranking high were written examinations, group discussion, preparing a paper, and studying alone. Among those ranking low were studying with others, listening to a lecture, and, lowest of all, listening to a student report.—(M. Murphy).

3187. **Clark, J. H.** (U. California, Santa Barbara.) **Grade achievement of female college students in relation to non-intellective factors: MMPI items.** *J. soc. Psychol.*, 1953, **37**, 275–281.—"Poor grades are not related to any specific syndrome measured by the MMPI... but a group of items can be selected which will separate achievers from non-achievers." Viewing the discrepancies between these and other findings in similar studies, the author observes "that more reliable results will be obtained if the entire range of scores is used in setting up the achieving vs. non-achieving dichotomy, if items of a less clinical tenor are included, and if the application of such an achievement scale is restricted to the sex on which it is validated."—(J. C. Franklin).

3188. **Cosper, Russell, & Mills, Barriss.** (Purdue U., Lafayette, Ind.) **Developmental reading at Purdue.** *J. higher. Educ.*, 1953, **24**, 258–262.—A course in developmental reading, known as English X, is described. The aim of the course is to improve, through group instruction, the basic reading skills of average and superior readers as distinguished from handicapped readers whose needs are provided for in the reading clinic. Results have been quite favorable. Reading speed is increased significantly and

comprehension improved by the methods employed. —(M. Murphy).

3189. **Cox, Mary Aline. Teach your child to read.** New York: Exposition Press, 1953. 35 p. $2.00.—This is a book for parents as the author states. Briefly, it outlines a simple method for teaching children to read. The author says she has met with 100% success having kept detailed records over a 15 year period. Mrs. Cox has included some cautions for parents and has appended notes.—(C. Schmehl).

3190. **Craig, Robert C. The transfer value of guided learning.** New York: Bureau of Publications, Teachers College, Columbia University, 1953. viii, 85 p. $2.75.—4 groups of adult subjects, equated for initial ability were used in an experiment to determine the transfer effects of different amounts of guidance in situations requiring a choice among alternatives. Guidance given ranged from knowledge of rightness or wrongness of responses to "being given principles that could be applied to deduce the basis for correct responses to specific items." A positive relationship was established between amount of guidance or clues given and reduction in errors. Guidance proved to be more helpful for difficult items than easy items. The hypothesis "that the amount of transfer is less dependent on initial ability when greater amounts of guidance in discovery are received" was not supported. 30 references.—(W. Coleman).

3191. **Creswell, William Herbert, Jr. Effect of vitamin and mineral supplementation on academic achievement.** *Dissertation Abstr.*, 1953, **13**, 191. —Abstract of Ed.D. thesis, 1953, Stanford U. Microfilm of complete manuscript, 77 p., $1.00, University Microfilms, Ann Arbor, Mich., Publ. No. 4627.

3192. **Cutts, Warren G., Jr.** (Appalachian State Teachers Coll., Boone, N. C.) **Dealing with reading problems at the pre-college level.** *Educ. Adm. Superv.*, 1953, **39**, 129–138.—A six-weeks' program of instruction in reading and study skills sponsored by Syracuse University resulted in average improvement of 200 words per minute to 550 words per minute; and per cent of increase in comprehension from 73 to 88. Methods employed with the emphasis on the individual are given in detail.—(S. M. Amatora).

3193. **Dow, Clyde Walton. The development of listening comprehension tests for Michigan State College freshmen.** *Dissertation Abstr.*, 1953, **13**, 268–269.—Abstract of Ed.D. thesis, 1952, Michigan State Coll. Microfilm of complete manuscript, 265 p., $3.31, University Microfilms, Ann Arbor, Mich., Publ. No. 4704.

3194. **Eager, Margaret.** (San Diego (Calif.) Junior Coll.) **Evaluating the work of Sociology I students.** *Sociol. soc. Res.*, 1953, **37**, 318–321.—Four areas are considered: Formal examinations, quizzes, term projects, and attitudes. The author concludes that formal examinations are least significant and attitudes most significant. Course content and teaching techniques are to be kept flexible to meet individual needs, but the grading system should not anticipate use to which the knowledge may be put.—(S. M. Amatora).

3195. **Ephron, Beulah Kanter.** (Teachers Coll., Columbia U., New York.) **Emotional difficulties in reading; a psychological approach to study problems.** New York: Julian Press, 1953. xvi, 289 p. $5.00. —Personality factors that enter into every reading case are emphasized in this book. The role of psychotherapy in adolescent and adult remedial reading is clarified through the presentation of detailed reports of initial interviews with 4 individuals and series of interviews with two additional cases. The author reveals how a secure relationship with the therapist aids the subject to gain insight into his problems and gradually become free to make use of his ability and emotional energy to the improvement of his reading. 80-item bibliography.—(M. F. Fiedler).

3196. **Faunce, L. Dale. A study of within-term male drop-outs at Michigan State College for the school years 1947–'49.** *Dissertation Abstr.*, 1953, **13**, 191–192.—Abstract of Ed.D. thesis, 1952, Michigan State Coll. Microfilm of complete manuscript, 139 p., $1.74, University Microfilms, Ann Arbor, Mich., Publ. No. 4705.

3197. **Fay, Leo.** (Indiana U., Bloomington, Ind.) **How can we develop reading study skills for the different curriculum areas.** *Reading Teach.*, 1953, **6** (4), 12–18.—Different types of reading material require different specialized reading skills. Study skills are concerned with the development of 4 areas: the student's use of himself, his general reading ability, his ability to read effectively in the various content areas, and skill in the use of materials.—(J. E. Casey).

3198. **Fea, Henry R.** (Sacramento (Calif.) State Coll.) **Interrelationships among materials read, written and spoken by pupils of the fifth and sixth grades.** *J. educ. Psychol.*, 1953, **44**, 159–175.—Three language samples were secured for each of 140 pupils in the fifth and sixth grades. These were the transcription of oral reading, the oral reproduction of what was read, and the written reproduction of the passage. Analysis of the records indicated that certain measures, including number of words, numbers of different words and of hard words, and number of phrases may be used as indicators of developmental level in all three cases, but these require different norms for the different media. The best single index for measuring all three types of language samples is the degree of subordination. The level of development shown in the oral or written reproduction appears to depend more on the level of material read than upon the reading level of the pupils. 30 references.—(E. B. Mallory).

3199. **Feitelson-Shur, D. Gorney hakishalon etsel yaldey kita alef.** (Causes of scholastic failures with 1st graders.) *M'gamot*, 1952/53, 4, 37–63; 122–173. —School failure, especially in the 1st grade, is widespread in Israel among Oriental children from the lower social strata. 243 Oriental 1st graders, learning in 12 classes, and a control group were observed, visited at home and tested repeatedly during their 1st school year. These 2 groups differed in quality and amount of mental equipment, when entering in school. The children were influenced more by the cultural level and emotional atmosphere of their home than by its economic status. The Oriental group got nearly no help in studies from their family, and were mainly dependent on what they learn in the school. Thus, the chief factor influencing success or failure proved to be the way of teaching used in school. In reading instruction the phonetic method proved more

successful than the global one, which is prevalent in Israel. Changes in program and ways of teaching are suggested.—(H. Ormian).

3200. **Gates, Arthur I. An appraisal of current procedures in teaching reading.** In Traxler, A. E., Modern educational problems, (see **28**: 3182), 77–86. —The best reading specialist insists on abundant opportunity to deal with each pupil individually, face to face. She gives careful attention to the pupil's mental and emotional adjustment and the establishment of a confident, cooperative partnership with him. She makes a careful diagnosis of the pupil's reading interests and abilities and limitations, and adopts a program in which materials and procedures are nicely adjusted to them. She proceeds by a careful, systematic, step-by-step progression, neither too rapidly nor too slowly.—(G. C. Carter).

3201. **Gibb, E. Glenadine.** (Iowa State Teachers Coll., Cedar Falls.) **A review of a decade of experimental studies which compared methods of teaching arithmetic.** *J. educ. Res.*, 1953, **46**, 603–608.—This review summarizes 8 studies made during the period 1940–1950.—(M. Murphy).

3202. **Hildreth, Gertrude. Dynamic learning of basic skills in modern schools.** In Traxler, A. E., Modern educational problems, (see **28**: 3182), 71–76. —The principles of dynamic learning imply that individual variability in traits and abilities must be taken into account in lesson planning. There is an analogy between "trying on for size" in a child's case, not only in a physical sense but also with regard to his school learning tasks as well. By taking thought of these dynamic learning principles and giving them a central place in instruction, teachers will more readily lead children along the broad highway to mature achievement.—(G. C. Carter).

3203. **Hildreth, Gertrude.** (Brooklyn Coll., N. Y.) **Improving reading with script text.** *Elem. Sch. J.*, 1953, **53**, 387–395.—Script text serves as a link between the "before reading" and the first use of basic readers if some care is exercised in the preparation of charts as the transition time approaches. 3 types may be used (1) large size manuscript, (2) duplicated typewritten material, and (3) manuscript written context, small size. After clarifying a number of misconceptions of script text, the author discusses its value in the use of teaching reading. Several major advantages are found in the psychological values of script text in early reading instruction. Finally, some uses for script text above the primary grades are given.—(S. M. Amatora).

3204. **Holmes, Jack A.** (U. California, Berkeley.) **Gifted adults can learn to read faster.** *Calif. J. educ. Res.*, 1953, **4**, 103–110.—In order to give the executives of the Standard Oil Company of Ohio "a reading flexibility by adding a new synthesizing technique," 12 1.5-hour weekly remedial reading sessions were provided. 12 executives participated in from 2 to 8 sessions, gaining an average of 160 (198 to 358) words per minute. The gain was found to be acceptable as real at better than the 1% level of confidence. The devices and procedures used are named and described.—(T. E. Newland).

3205. **Hunt, Jacob Tate.** (U. North Carolina, Chapel Hill.) **The relation among vocabulary, structural analysis, and reading.** *J. educ. Psychol.*, 1953, **44**, 193–202.—Correlations were found among the scores made by 169 university students on the A.C.E. Psychological Examination, a Cooperative Reading Comprehension Test and tests devised by the author for vocabulary, rate, comprehension and structural analysis, i.e., analysis of words into their structural elements such as prefix, stem, etc. as an aid toward obtaining meaning. Vocabulary and reading abilities are more closely related to each other than they are to structural analysis, but all three show positive association. Structural analysis correlates with general intelligence, but also correlates with reading and vocabulary when general intelligence is partialled out. Previous language study appears to have a low or negligible relationship to structural analysis, reading and vocabulary scores. 19 references.—(E. B. Mallory).

3206. **Janes, H. Paul.** (Bd Educ., Camden, N. J.) **Is remedial reading effective with slow learners?** *Training Sch. Bull.*, 1953, **50**, 51–53.—Children of average IQ 70 gained more in reading skills than expected maturation would suggest when under special instruction.—(W. L. Wilkins).

3207. **Kálé, Shrikrishna Vasudeo. Learning and retention of English-Russian vocabulary under different conditions of motion picture presentation.** State College, Pa.: Pennsylvania State College, 1953. xii, 189 p. (Multilith.)—Lists of English-Russian nouns and verbs were presented for paired associate learning to 409 college students. The presentation was by projection, and the methods included words only, with illustrative still pictures, with silent motion pictures, with sound motion pictures, and the latter with learner participation. Among the results reported are evidence of the superiority of still pictures over words alone and of sound motion pictures over still pictures. Learner participation did not increase the effectiveness of sound motion pictures. The difference among the presentation methods did not carry over to retention tests after one week.—(R. C. Strassburger).

3208. **Kephart, Newell C.** (Purdue U., Lafayette, Ind.) **Visual skills and their relation to school achievement.** *Amer. J. Ophthal.*, 1953, **36**, 794–799.—A study of visual skills in school children showed that many of them rank below the level needed for efficient school work; the distribution of test scores was similar to that in studies of industrial groups. —(D. Shaad).

3209. **Kinzer, John R., & Kinzer, Lydia Greene.** (Ohio State U., Columbus.) **Predicting grades in advanced college mathematics.** *J. appl. Psychol.*, 1953, **37**, 182–184.—Using the Ohio State Psychological Examination as a predictor and a sample of 1,244 college algebra students, means, standard deviations, and inter-correlation coefficients are presented for seven course grades. Regression equations for predicting success in these mathematics courses are given. Six items of personal data from personnel cards are examined for the 29 students who completed the most advanced course.—(H. W. Daniels).

3210. **Krathwohl, William C.** (Illinois Institute of Technology, Chicago.) **Relative contributions of aptitude and work habits to achievement in college mathematics.** *J. educ. Psychol.*, 1953, **44**, 140–148. —Indices of industriousness, based on descrepancies between college algebra grades and scores on a mathematics aptitude test were found for 859 students. Intercorrelation and multiple correlation

among the three sets of scores were calculated for the group as a whole and for the sub-groups of students whose scores were superior, average or inferior in ability and in industriousness. The results were comparable to those previously found by the author in a study of industriousness in English. —(E. B. Mallory).

3211. **Krugiov, Lorraine P.** (City Coll., New York.) **Qualitative differences in the vocabulary choices of children as revealed in a multiple-choice test.** *J. educ. Psychol.*, 1953, **44**, 229–243.—Groups of pupils in grades 3, 5, 7, and 8 and college students were given multiple-choice recognition tests requiring the selection of the answer which tells best what a word means. For each vocabulary item the choices offered included one wrong answer and four appropriate answers representing categories of definition which have been described as characteristic of different age levels. With higher grade levels there was found an increasing choice of synonyms and a decreasing choice of repetition-illustration-inferior explanation, but no significant differences in the per cents of use or description type or of the explanation type or answers.—(E. B. Mallory).

3212. **McQuary, John P.** (U. Wisconsin, Madison.) **Some relationships between non-intellectual characteristics and academic achievement.** *J. educ. Psychol.*, 1953, **44**, 215–228.—Factorial analysis of the records of 174 men students showed patterns of relationship among certain facts regarding college students. The 23 variables included socio-economic data such as educational levels of father and mother, number of siblings and type of financial support, as well as grade point level and the scores on several psychological tests. Seven factors were extracted, of which two accounted for the correlation between grade points earned and the other variables used in the study.—(E. B. Mallory).

3213. **Mehus, Hilda.** (Roanoke (Va.) Guidance Center.) **Learning and therapy.** *Amer. J. Orthopsychiat.*, 1953, **23**, 416–421.—Rather than preparing a child to accept learning to read through psychotherapy and then having him tutored in reading, the two can most profitably go hand in hand using the same therapist. Case material is given to illustrate four approaches to the tie-up of therapy and reading: (1) play therapy that serves to prepare the child to accept reading in the classroom, (2) play therapy to help the child accept learning to read in the therapeutic relationship, (3) therapy and reading carried on simultaneously, and (4) supportive therapy in the reading situation.—(R. E. Perl).

3214. **Peters, Harold C.** (Pennsylvania State Coll., State College.) **The prediction of success and failure in elementary foreign language courses.** *J. appl. Psychol.*, 1953, **37**, 178–181.—The Pennsylvania State College Academic Aptitude Examination, parts one (vocabulary) and two (paragraph reading) was used to predict the success of freshman students in elementary courses in French, Spanish, and German. Teachers' grades were used as the criterion. Results showed that best prediction was for the Spanish students, poorest for French students, with little difference in the predictive efficiency of the two parts.—(H. W. Daniels).

3215. **Robbins, Nathan A. The visual aspects of reading problems.** *Nurs. Outlook*, 1953, **1**, 279–282. —A person forms patterns of behavior for seeing as he does for all other activities that he carries out repeatedly, and he can learn to see more effectively by taking proper care of his eyes and by a program of visual re-education. Included in the discussion are (1) pre- and post-operative orthoptic training for convergence; (2) learning accommodation, focusing; (3) the implications dependent upon the physiology of the eye; (4) the artificiality of most school tasks which alter the structure and eventually create the school-myope; (5) individual behavior patterns in vision and how they can become detrimental; (6) some common causes of misunderstanding in lens prescriptions, and (7) visual training which re-educates the whole individual as it increases his seeing skill. —(S. M. Amatora).

3216. **Robinson, Helen M. Personality and reading.** In Traxler, A. E., Modern educational problems, (see **28**: 3182), 87–99.—Research concerning personality and reading indicates that the two factors are related, but that the extent and nature of the relationship are not understood at the present time. Three general reasons for the controversy in this field were pointed out: first, different concepts of what constitutes reading may be held; second, divergent theories of learning place different emphases on the role of personal adjustment in learning to read; and finally, divergent theories of personality stress varying parameters, appraised and interpreted in different ways.—(G. C. Carter).

3217. **Rodriguez Bou, Ismael. Spanish word count of the Superior Educational Council of the University of Puerto Rico.** *J. educ. Res.*, 1953, **46**, 609–613.— Modern word count techniques were employed in the vocabulary counts upon which this recently published book is based. The sources for the count comprised more than 7 million words and particular attention was given to contemporary communications and children's oral expression.—(M. Murphy).

3218. **Rogers, C. A. A study of verbal fluency.** *Bull. Brit. psychol. Soc.*, 1953. **19**, 22–24.—Abstract.

3219. **Schubert, Delwyn G.** (3100 Fernwood Ave, Los Angeles, Calif.) **A comparative study of the hearing and reading vocabularies of retarded college readers.** *J. educ. Res.*, 1953, **46**, 555–558.—College students attending a reading clinic were given form AA of the advanced California Reading Test in the standard manner to test their reading vocabulary. Form BB of the same test was administered orally to test their hearing vocabulary. No significant difference was found.—(M. Murphy).

3220. **Sheldon, William D.** (Syracuse U., N. Y.), & **Cutts, Warren G. Relation of parents, home, and certain developmental characteristics to children's reading ability.** *Elem. Sch. J.*, 1953, **53**, 517–521. —A total of 868 pupils (10%) from 8 schools participated in this study, 5% were poor readers from each school and 5% were good readers. Parent questionnaires concerned the child's environmental, developmental, emotional, and educational history, physical growth and development and health background. Information in the questionnaire was compared with reading status of pupils.—(S. M. Amatora).

3221. **Shores, J. Harlan, & Saupe, J. L.** (U. Illinois, Urbana.) **Reading for problem solving in science.** *J. educ. Psychol.*, 1953, **44**, 149–159.—The authors' Test of Reading for Problem-solving in Science contained two factual passages dealing with elementary science, each followed by multiple-choice questions

requiring inferences from the facts read. The correlations between this and other tests of 182 pupils in grades 4, 5 and 6 give evidence that the skill measured by this test has a large factor in common with mental ability and with general achievement but is less dependent than these are upon chronological age. The fact that the ability measured by this test differs also from general reading ability suggests that the latter differentiates into somewhat specific abilities to read different kinds of material for different purposes. 19 references.—(E. B. Mallory).

3222. **Smith, Henry P., & Tate, Theodore R.** (U. Kansas, Lawrence.) **Improvements in reading rate and comprehension of subjects training with the tachistoscope.** *J. educ. Psychol.*, 1953, **44**, 176–184. —Weekly training was given volunteer student subjects in digit perception with a tachistoscope and in reading with a speed controller. Periodic reading tests showed continuous improvement in speed with some loss in percentage comprehended. There is evidence that transfer of the learning was only partial, in that speed of reading the printed page increased less than speed of reading projected material. Moreover, the Minnesota Clerical Test, given at the beginning and end of the course, showed greater improvement in the number portion of the test than on the verbal portion.—(E. B. Mallory).

3223. **Spache, George.** (U. Florida, Gainesville.) **A new readability formula for primary grade reading materials.** *Elem. Sch. J.*, 1953, **53**, 410–413.—In preparing a readability formula for use below the 4th grade, the author used the Dale list of words. Table of intercorrelations of reading difficulty and grade level is given. The multiple-correlation coefficient obtained by combining sentence length and per cent of hard words to predict word level of textbooks is .818. The formula has been applied to popular books, readers, and other primary-grade materials used in the University of Florida reading laboratory and clinic. Estimates of reading difficulty by means of the formula agree markedly with observations of children's reading performance and observations of experienced classroom teachers.—(S. M. Amatora).

3224. **Strang, Ruth.** (Teacher's College, Columbia U., New York.) **Gifted children need help in reading too.** *Reading Teach.*, 1953, **6** (3), 23–27.—The gifted child reading at the level of his grade placement but not at a reading level commensurate with his mental capacity has been neglected in our present reading programs. The author offers a number of practical suggestions for the reading program of the gifted child.—(J. E. Casey).

3225. **Trumbull, Richard. Analysis of basic factors constituting necessary mathematical proficiency required for success in Naval Aviation: Report I. Addition.** *U.S. Naval Sch. Aviat. Med. Res. Rep.*, 1952, Proj. NM 001 058.20.01, 13 p.—This report presents an analysis of techniques and errors found in Naval Aviation Cadet performance upon addition items. The findings contribute to training for elimination of errors and to the development of shorter, more discriminative selection tests of arithmetic proficiency.

3226. **Trumbull, Richard. Analysis of basic factors constituting necessary mathematical proficiency required for success in Naval Aviation. Report II. Subtraction.** *U.S. Naval Sch. Aviat. Med. Res. Rep.*, 1952, Proj. No. NM 001 058.20.02, 12 p.—This report presents an analysis of techniques and errors found in Naval Aviation Cadet performance upon subtraction items. The findings contribute to training for elimination of errors and to the development of shorter, more discriminative selection tests of arithmetic proficiency.

3227. **Valdina, William F. Understanding your child's study habits.** *Understanding the Child*, 1953, **22**, 79–80.—Emotional feelings may prevent students from studying. Examples of worry and anger are cited.—(W. Coleman).

3228. **Vernon, M. D.** (U. Reading, Eng.) **Perception and understanding of instructional television programmes.** *Brit. J. Psychol.*, 1953, **44**, 116–126. —Small groups of grammar school children, university students, and military personnel viewed television programs dealing with one or more of the following topics: city planning, contemporary political and international affairs, effects of temperature extremes on the human body. The primary sources of the data were the subjects' written report of the main theme of the program and a discussion concerning their reactions to the program. The results are reported and discussed in terms of the amount of correct and relevant immediate recall, and the content and technique factors related to viewer interest and impressiveness and to his understanding and remembering.—(L. E. Thune).

3229. **Walters, C. Etta.** (U. Michigan, Ann Arbor.) **A perceptual approach to the teaching of bowling.** *Percept. Mot. Skills Res. Exch.*, 1952, **4**, 75–79. —The perceptual approach to the teaching of a motor skill (bowling) is compared with the traditional method of teaching this skill. The perceptual approach, as followed here, emphasizes "seeing all points in relation to a focal point" and "making use of all perceptual cues available." The traditional approach involves the usual method of teacher presentation, discussion and individual criticism. 42 college women, naive to bowling, were sorted into two subject groups, traditional and perceptual, on a number of criteria. No statistically significant differences were found between the two methods.—(S. B. Sells).

3230. **Wormhoudt, Arthur.** (State Teachers Coll., St. Cloud, Minn.) **Ivanhoe and the teacher.** *Amer. Imago*, 1953, **10**, 39–56.—The application of psychoanalytical technique can increase the enjoyment of literature in both student and teacher. Its chief advantage is to rationalize and make more intelligible the experience by showing us the universal and deeply human patterns with which great literature deals. As an illustration, some analytical comments are given which might serve as a guide to the teaching of Scott's "Ivanhoe."—(W. A. Varvel).

(See also abstracts 1952, 2243, 2543, 3312, 3424)

Interests, Attitudes, & Habits

3231. **Bujas, Z., Kopajtić, N., Ostojčić, A., Petz, B., & Smolić, N. An experimental contribution to the psychology of competition in public schools.** *Acta Inst. psychol., Univ. Zagreb*, 1953, No. 18, 14 p.—Even small differences in success create productive inner tensions. Large group differences, however, reduce motivation, affecting first quantity, then quality. Knowledge of success acts as strong motivation.—(G. Rubin-Rabson).

3232. **Dennis, Wayne.** (Brooklyn Coll., N. Y.) **Animistic thinking among college and university students.** *Sci. Mon., N. Y.*, 1953, **76**, 247–249.—Preliminary findings indicate that "apparently, in the absence of specific instruction, 'educated' persons in modern societies possess many conceptions of the world that are identical with those of the child and of the uneducated," e.g., animistic notions.—(B. R. Fisher).

3233. **Frankenstein, C. Al haharada etsel hayeled.** (About anxiety with children.) *M'gamot*, 1951/52, **3**, 380–401.—Anxiety is explained on the base of existing definitions, descriptions and observation, as reaction to the tension between the principles of expansion and of statics. Education has to combine these 2 principles, and to encourage the process of integration of personality.—(H. Ormian).

3234. **Givens, Paul R.** (Vanderbilt U., Nashville, Tenn.) **Kuder patterns of interest as related to achievement in college science courses.** *J. educ. Res.*, 1953, **46**, 627–630.—Science grades of students scoring above the 75th percentile on the science scale were compared with the grades of a group matched on non-science grades but scoring below the 75th percentile on the science scale. No significant difference was found. Similar results were obtained when students high on both science and computational scales were compared with those low on both these scales.—(M. Murphy).

3235. **Hefferman, Helen** (Calif. State Dept. of Educ., Sacramento.), **Bevans, Lloyd E., Edmands, Ruth; Lonsdale, Bernard; Nance, Afton D., & Smitter, Faith. The organization of the elementary school and the development of a healthy personality.** *Calif. J. elem. Educ.*, 1952, **20**, 129–153.—Specific school practices (grade placement, departmental teaching, reports to parents, grade standards, "articulated program of instruction") are discussed in light of Erikson's components of healthy personality (trust, autonomy, initiative, accomplishment, identity, intimacy, integrity, parental sense).—(F. Laycock).

3236. **Henry, Jesse Dee. A study of some factors associated with the withdrawal of students from the secondary schools of Arkansas.** *Dissertation Abstr.*, 1953, **13**, 199–200.—Abstract of Ed.D. thesis, 1953, U. Arkansas. Microfilm of complete manuscript, 158 p., $1.98, University Microfilms, Ann Arbor, Mich., Publ. No. 4908.

3237. **Jahoda, Gustav. Social class attitude and levels of occupational aspiration in secondary modern school leavers.** *Brit. J. Psychol.*, 1953, **44**, 95–107.—Social class attitudes were investigated in a group of secondary modern school leavers, 36 boys and 77 girls. Most boys, whatever their actual class membership, identified themselves with approximately grade 5 of the Hall-Jones scale. Boys whose parents were above this grade tended to underrate their position in the social hierarchy, whilst some unskilled or semi-skilled workers tended to overrate theirs. Girls rated themselves higher (than boys) in the social scale. Girls belonging to a lower grade overrated themselves more and girls of a higher grade underrated themselves far less.—(L. E. Thune).

3238. **Kimball, Barbara.** (Youth Guidance Center, Worcester, Mass.) **Case studies in educational failure during adolescence.** *Amer. J. Orthopsychiat.*, 1953, **23**, 406–415.—As a result of careful study of 20 cases of scholastic disability in boys of high IQ, certain hypotheses were raised relating to the reasons for the observed academic failure. The underachievers in general had poor father relationships, were passive and feminine, and were unable to express their negative feelings directly.—(R. E. Perl).

3239. **King, Frederick Murl. An analysis of certain school-life maturity traits of the seven-year-old.** *Dissertation Abstr.*, 1953, **13**, 193–194.—Abstract of Ed.D. thesis, 1952, Bradley U. Microfilm of complete manuscript, 201 p., $2.51, University Microfilms, Ann Arbor, Mich., Publ. No. 4899.

3240. **Lauer, A. R. The development of good reading habits.** *Optom. Wkly*, 1953, **44**, 1207–1209; 1241–1243.—Teaching of proper reading habits and evaluation of progress are discussed for the college level age group.—(D. Shaad).

3241. **Myers, M. Scott.** (Purdue U., Lafayette, Ind.) **The latent role of religious orientation.** *Stud. higher Educ., Purdue Univ.*, 1951, No. 78, 61–94.—The author reports in detail his statistical treatments and findings with regard to samples taken from a survey of religious attitudes among 8,000 high school students. An orthodoxy scale, superstition items, and a factual knowledge test are presented. Comparisons are made of the kinds of academic courses which were chosen by respondents in the secular-orthodox groups and of the poll responses given by superstitious and non-superstitious groups. Other comparisons include, e. g., average orthodoxy score plotted against family income. 19 references.—(A. E. Kuenzli).

3242. **Patel, A. S. Newspaper reading interests of secondary school children.** *J. Educ. Psychol., Baroda*, 1953, **11** (1), 34–43.—This study investigated the reading interests of 10th and 11th grade boys and girls ranging in age from 15–18 years. Foreign news, scientific news and comics are chosen by boys as the most important, whereas comics, social events, and the women's section are considered important by girls. Comics are the choice of both groups being selected most frequently as the preferred topic.—(C. Schmehl).

3243. **Russell, David H.** (U. California, Berkeley.), **Alexander, Roxie, Shellhammer, Thomas A., & Smitter, Faith. The influence of repetition of a grade and of regular promotion on the attitudes of parents and children toward school.** *Calif. J. elem. Educ.*, 1952, **21**, 29–41.—Questionnaires about attitudes toward teachers and school programs were filled out by 1929 fifth and eighth grade California pupils and by 1205 of their parents. About one third of the pupils had been retarded one year or more in school. Although retarded pupils and their parents were less approving of school than those regularly promoted, the difference was not nearly so great as found in previous studies elsewhere.—(F. Laycock).

3244. **Shosteck, Robert. Five thousand women college graduates report; findings of a national survey of the social and economic status of women graduates of liberal arts colleges of 1946–1948.** Washington, D. C.: B'nai B'rith Vocational Service Bureau, 1953. vi, 66 p. 75¢.—The following questions were investigated: (1) Socio-economic background; (2) background factors related to the marriage rate; (3) factors related to college attendance; (4) financing of college training; (5) participation in extra-curricular activities; (6) counseling services

available and an evaluation of their helpfulness; (7) major field of study selected and extent of satisfaction with it; (8) occupation selected for entry and factors influencing choice; (9) degree of success in achievement of career goals; (10) satisfaction with present jobs; (11) amount of earnings and factors influencing income level; (12) extent of additional training beyond bachelor's degree; and (13) effect of religious background on their social and economic situation.—(W. Coleman).

3245. **Willerman, Ben** (U. Minnesota, Minneapolis.), **& Swanson, L. Group prestige in voluntary organizations: a study of college sororities.** *Hum. Relat.*, 1953, **6**, 57–77.—The determination of prestige as a variable in group behavior, the criteria people use to determine prestige and similar questions were studied. A questionnaire was administered to sororities on the U. Minnesota campus. Sororities tend to agree on prestige level of each sorority. This is related to size and age of group on campus. Status of members in "society-at-large" is related to prestige. No differences in participation of sorority members from high vs. low prestige sororities could be detected though there was a prevailing belief that such a difference existed. Low prestige sororities are not undervalued by their members.—(R. A. Littman).

(See also abstracts 2340, 2476)

Special Education

3246. **Baker, Harry J.** (Detroit (Mich.) Pub. Schs.) **Introduction to exceptional children.** (Rev. ed.) New York: Macmillan, 1953. xvi, 500 p. $5.00.—This revision (see **18**: 1543) retains all the original tabular data, somewhat fewer illustrations from the Detroit program, certain revisions on the treatment of the sensorily and orthopedically handicapped, and some modernization of the bibliography.—(T. E. Newland).

3247. **Rice, Harry V. Observations on teaching the cerebral palsied.** *Cerebral Palsy Rev.*, 1953, **14** (5–6), 7; 12–14.—The attitudes of teachers towards cerebral palsied children should be based generally upon the research findings concerning such children, specifically upon full psychological evaluations of such children and should be constantly sensitive to the factors operating in their home backgrounds. —(T. E. Newland).

3248. **Brundidge, Arthur D.** (V.A. Hosp., Castle Point, N. Y.) **Educational therapy in a tuberculosis hospital.** *J. Rehabilit.*, 1953, **19** (3), 12–15.—A discussion of the problems relative to providing educational opportunities for the tuberculous undergoing prolonged bed-rest. The values derived are great, often assisting the patient to more readily accept the medical regimen.—(M. A. Seidenfeld).

3249. **Buell, Charles.** (California Sch. for the Blind, Berkeley.) **Where should blind youth be educated? A survey.** *Except. Child.*, 1953, **19**, 304–308; 327.—Questionnaire returns from all but two of the residential schools for the blind in the United States show that half of the schools retain their pupils through high school, one third send some pupils to public high school and one sixth send out all pupils beyond a certain grade.—(T. E. Newland).

3250. **California. State Department of Education. Education of the aurally handicapped.** Sacramento, Calif.: Author, 1953. 31 p. 25¢.—"The purpose of this bulletin is (1) to explain briefly certain legal provisions that relate to the education of hard-of-hearing and deaf children; (2) to present information that will serve as a guide for those who wish to organize special classes for children whose hearing loss is sufficient to handicap them in a learning situation; and (3) to indicate means whereby teachers of regular classes can aid children who have some degree of hearing impairment." Procedures used in identifying and educating aurally handicapped children are discussed. Bibliographies of books, pamphlet material, periodical articles, and films are included.—(Courtesy of *Bull. Curr. Lit... Handicapped.*)

3251. **Cutts, N. E.** (New Haven (Conn.) State Teachers Coll.), **& Moseley, Nicholas. Bright children and the curriculum.** *Educ. Adm. Superv.*, 1953, **39**, 168–173.—Four questions concerning subjects liked best, liked least, and hardest; and skipped a grade, were asked of 673 boys and girls with IQ's of 120 and above in grades II–XII in 10 schools in Connecticut. Although 32 had skipped a grade, only one graduated before the age 16.5. Lists in rank order for liked best, liked least, and makes pupil work hardest show same subjects at top, mathematics leading every time. Sex differences were too small for separate analyses.—(S. M. Amatora).

3252. **Cutts, Norma E.** (New Haven (Conn.) State Teachers Coll.), **& Moseley, Nicholas. Providing for the bright child in a heterogeneous group.** *Educ. Adm. Superv.*, 1953, **39**, 225–230.—Comments from 38 teachers in 14 communities in Connecticut on how they provided for bright pupils were received. Analyzed, they included ability grouping within the class, letting a child work at his own level and speed, special assignments, projects, free choice upon completion of regular work, individual work with the teacher on completion of regular work, pupil monitoring a poorer pupil. Skipping is dis-approved unless pupil is socially adjusted to older group. —(S. M. Amatora).

3253. **Dozier, Justin P., & Getz, S. B. Problems involved in the placement of a deaf Puerto Rican child in an educational environment in the United States.** *Amer. Ann. Deaf*, 1953, **98**, 260–267.—On the basis of scores attained through administering the Wechsler-Bellevue and the Goodenough tests, the authors conclude that Puerto Rican born deaf children differ from American born Puerto Rican deaf children. The number of children in each group was small.—(H. R. Myklebust).

3254. **Garrison, Ivan K.** (Jacksonville, Ill. Public Schs.) **A community approach to a school program for exceptional children.** *Except. Child.*, 1953, **19**, 313–316.—A description of the primary through high school program for mentally handicapped established for a community of 24,000 and 6 neighboring school districts.—(T. E. Newland).

3255. **Gordon, Hans C.** (Chm.) **Demonstration of team work in case study: a panel.** *Amer. J. ment. Defic.*, 1953, **58**, 108–111.—The contribution made by each member of a professional team (including school principal, counselling teacher, special class teacher etc.) in the treatment of a mentally deficient child is presented.—(V. M. Staudt).

3256. **Gore, Beatrice, & Stoddard, Jane.** (Calif. State Dept. of Educ., Sacramento.) **School programs for cerebral palsied children.** *Calif. J. elem. Educ.*,

1952, **20**, 226–237.—California's state program for cerebral palsied school children is described, with accounts of the opening and operation of two special schools: one by an urban elementary school district, the other by a county school office.—(F. Laycock).

3257. **Hanselmann, H. Heilpädagogik in der Zukunft.** (Therapeutic pedagogy in the future.) *Acta psychother. psychosom. orthopaedagog.*, 1953, **1**, 3–12.—"The principal tasks which face special education in the future appear to be the following: The lifelong systematic care of 'anormal' adults, early diagnosis and treatment of the handicapped child before school age; the provision of special institutions for the educationally subnormal and the ineducable; more intensive collaboration between child psychiatry and special education; further training of specialists for reeducation in seminars for special education; the creation of an international journal of special education; psychotherapy and psychosomatic medicine; regular international congresses; the creation of university chairs for special education; new ways of obtaining state and private financial support." English and French summaries.—(G. Rubin-Rabson).

3258. **Heck, Arch O.** (Ohio State U., Columbus.) **The education of exceptional children; its challenge to teachers, parents, and laymen.** New York: McGraw-Hill, 1953. xiv, 513 p. $6.00.—The general organization of this book is the same as that of the first edition (see **14**: 4734). The various chapters have been rewritten, revised, and brought up to date to take into account the changes in theory, local programs, and equipment used. The annotated bibliographies at the end of each chapter have been almost wholly revised.—(A. J. Sprow).

3259. **Knowles, Malcolm S., & Bradford, Leland P. Group methods in adult education.** *J. soc. Issues*, 1952, **8** (2), 11–22.—Adult education is in a period of rapid methodological transition. Group methods resulting from research in the combined social sciences are influencing practice only gradually. Predominating practices in many adult education groups have been borrowed from the traditional classroom. However, resistance to adopting and developing matters adequate for present requirements for adult education are diminishing.—(H. H. McCord).

3260. **Leventhal, Eugenia G.** (Lennox (Calif.) Sch. District.) **Positive factors in a multiple grade classroom for the physically handicapped.** *Except. Child.*, 1953, **19**, 291–295; 303.—"With rigid grade barriers eliminated" from the relatively small class, "the child learns at his own level" and "can give as well as receive help.... A flexible, individualized program facilitates a realistic level of aspiration, increases initiative and self-respect," and contributes to the improvement of social skills.—(T. E. Newland).

3261. **Lynndelle, Vivian.** (Calif. State Dept. Educ., Sacramento.) **Education for the hard of hearing.** *Calif. J. elem. Educ.*, 1952, **20**, 203–208.—Several recommendations are given for diagnosing hard of hearing pupils, setting up special classes, and maintaining a desirable relationship with regular classes. There is a detailed description of the conversion of a school bus into a mobile testing unit.—(F. Laycock).

3262. **Mackie, Romaine P. What is special about special education? The crippled child.** *Except. Child.*, 1953, **19**, 309–312.—More than in other areas of special education, flexibility and individualization must characterize the educational facilities provided for crippled children. Illustrative of this are extremes in the duration, nature and locale of the teaching activities, the variation in the physical characteristics of school equipment, in the school plant and in therapy facilities, and the highly varied experiential backgrounds which physical handicaps have imposed.—(T. E. Newland).

3263. **McLean, Mary Cannon. Easing the load of the limited; a practical approach to public relations for special education.** *Amer. J. ment. Defic.*, 1953, **58**, 21–38.—An attempt is made to demonstrate an approach to a program of public relations for special education.—(V. M. Staudt).

3264. **Poulos, Thomas H. Selected annotated bibliography: education of the deaf.** Flint, Mich.: Michigan School for the Deaf, 1953. v. p. (Mimeo.)—298-item annotated bibliography on the education of the deaf with particular reference to the *American Annals of the Deaf* and *The Volta Review*. Entries are classified under the headings: Pre-school, Speech, Language, Speech reading, Reading, Auditory training and conservation of hearing, and Research in education of the deaf.—(A. J. Sprow).

3265. **Thürlemann, Martha. Kindergarten und Heilpädagogik.** (Kindergarten and special education.) *Heilpädag. Werkbl.*, 1953, **22**, 98–100.—Kindergarten is the first organization to observe and classify children. Right referral of children with mental, emotional or speech defect is very important at this age. Mild disturbances should be handled in the kindergarten by the teachers themselves.—(M. H. Nagy).

3266. **Wallin, J. E. Wallace. Vagrant reminiscences of an oligophrenist.** *Amer. J. ment. Defic.*, 1953, **58**, 39–55.—The author presents a personal account of his own experiences that led him into special education, as well as an account of his experiences in the field. 16 references.—(V. M. Staudt).

(See also abstracts 2601, 2712, 2720, 2733, 2757, 3170)

Educational Guidance

3267. **Allahabad, U. P. Bureau of Psychology. An educational guidance project; the allocation of junior high school leavers to four types of higher secondary education.** Allahabad, U.P.: Author, 1952. 82 p.—A description is given of educational guidance of pupils in Class VIII of the Government Intermediate College at Allahabad, 1950–1951. The aim was to advise all pupils, 161 in number, in their selection of proper courses and subjects of study in Class IX, the following year. By means of standard tests, interviews and the cooperation of teachers and parents, individual profiles were made and personal adjustments accomplished as a basis for democratization of educational opportunity, depending on intelligence, aptitude, personality, scholastic attainment and capacity for sustained effort and interest. In allocation and selection, pupils' initial suitability rather than mere achievement in examinations is stressed. 22 references.—(G. E. Bird).

3268. **Blum, Lawrence P., & Sullivan, Ben A. What do college students think of counseling?** *J. higher Educ.*, 1953, **24**, 262–264.—A check list was de-

signed by means of which, after having vocational guidance interviews prior to enrollment, Freshmen could indicate anonymously their impressions of the counseling received. Efforts were made to neutralize the type of positive bias frequently found in responses to such questionnaires. Reactions were favorable to a preponderant degree. Possible explanations of the results are considered.—(M. Murphy).

3269. **Bowditch, E. Francis.** (Mass. Institute Technology, Cambridge.) **The psychiatrist and the dean—past, present, and future.** *Ment. Hyg., N. Y.*, 1953, **37**, 197–202.—A brief resume of the relationship between the psychiatrist and the dean at M.I.T. The recommendation is that psychiatrist, philosopher and minister join hands in "forming a team that would work intimately with the scientists and social scientists to find the intellectual answer to the integrated education of an integrated individual."—(M. A. Seidenfeld).

3270. **Farnsworth, Dana L.** (Massachusetts Institute Technology, Cambridge.) **Potential problem areas of mutual interest to the dean and the psychiatrist.** *Ment. Hyg., N. Y.*, 1953, **37**, 209–218.—One of the most serious problems of the college psychiatrist is the maintenance of the confidential relationship between physician and patient. At times this may present a problem to the referring administrative officer of the college. If the material discussed can be kept at rather a general level without bringing in private personal material it will, when handled discreetly by all concerned, minimize this problem. Divulging of even this information to parents, however, will generally require obtaining the student's permission if good working relationships between students and the psychiatrist are to be maintained.—(M. A. Seidenfeld).

3271. **Garry, Ralph, & Stevens, Andrew.** (Boston U., Mass.) **Appraisal of a variation in grading procedure.** *Educ. Adm. Superv.*, 1953, **39**, 201–208.—A report slip for each subject was used in lieu of the traditional report card. This gave grade and also comment by teacher. A follow-up questionnaire of both parent and student opinion showed approval of both groups. With one exception, the faculty was unanimous in favoring the new method.—(S. M. Amatora).

3272. **Hackett, C. G.** (Upper Miami Valley Guidance Center, Piqua, O.) **How a guidance center serves the schools.** *Stud. higher Educ., Purdue Univ.*, 1951, No. 79, 48–57.—The operation of a mental hygiene clinic, serving a rural and semi-rural area in Ohio, is discussed. Staff members perform various functions in the schools—including counseling, diagnostic testing, leading discussions, showing films, conferences with teachers and parents, and sponsorship of a mental hygiene workshop.—(A. E. Kuenzli).

3273. **Hall, E. C. Life demands adjustment.** *Understanding the Child*, 1953, **22**, 82–83.—"For effective participation in our democratic order . . . we must assist the student in developing: (1) relationship to self, (2) relationship to others, (3) relationship to things, and (4) relationship to moral and ethical concepts."—(W. Coleman).

3274. **Hunt, Everett.** (Swarthmore Coll., Pa.) **The dean and the psychiatrist.** *Ment. Hyg., N. Y.*, 1953, **37**, 177–196.—A discussion of the problems, the responsibilities and the complex relationships existing between the college dean and the students dependent upon his understanding of his needs. Particularly emphasized are some of the problems more commonly encountered in the adaptation of students to the challenges arising from academic stresses and strains, transition from school to college, sexual relations, and social orientation. Since often the dean, as well as the student, may need help in solving the more serious problems, cooperation between the dean and psychiatrist or the clinical psychologist can be of great benefit to all concerned.—(M. A. Seidenfeld).

3275. **Knapp, Robert H.** (U. South Dakota, Vermillion.) **Practical guidance methods for counselors, teachers and administrators.** New York: McGraw-Hill, 1953. xi, 320 p. $4.25.—This text stresses the importance of individual guidance along with sound group guidance techniques, the needs of the superior student are considered as well as those of the slow learner; the physical handicapped as well as general health problems. The mental ability is shown in considering the progress of the student through school. Material is suggested from the standpoint of the elementary school as well as the high school. Bibliographies, test suggestions, guidance office forms, and additional reference material are included.—(J. E. Barber).

3276. **MacIntosh, Archibald. A study of factors associated with the stability of vocational goals in college students.** *Dissertation Abstr.*, 1953, **13**, 262.—Abstract of Ph.D. thesis, 1953, U. Pennsylvania. Microfilm of complete manuscript, 71 p., $1.00, University Microfilms, Ann Arbor, Mich., Publ. No. 4943.

3277. **Rankin, Paul T. & Dorsey, John M. The Detroit School mental-health project: a five year report.** *Ment. Hyg., N. Y.*, 1953, **37**, 228–248.—A report on a program for "education in mental health" conducted since 1947 in the Detroit area. Working with as many as possible of the 10,000 teachers in Detroit and environs, a variety of approaches were attempted to provide orientation that would result in the improvement and further development of mental health of their pupils. As a result, teachers were better adjusted to the use of psychiatric services when indicated, have increased the reading in the field of mental health and encouraging use of mental health films in the schools, PTA and other adult groups. While no careful scientific study has been made, the author subjectively has the impression that there is a general improvement in the mental health environment in these schools.—(M. A. Seidenfeld).

3278. **Strang, Ruth.** (Teachers Coll., Columbia U., New York.) **The role of the teacher in personnel work.** (4th ed.) New York: Bureau of Publications, Teachers College, Columbia University, 1953. xvi, 491 p. $2.75.—A comprehensive and detailed treatment of opportunities, programs, and resources for personnel work, of the teacher's various roles, and of the technics of personnel work, this fourth edition (see **21**: 1664) includes some new features: Concrete examples of guidance technics from school situations, new references on all aspects of guidance, a case conference, an appendix on visual aids in guidance, an appendix on learning to analyze the situation, and new emphases showing the significance, scope and variety of the teacher's role in personnel work.—(S. M. Amatora).

3279. **Taylor, Marion Z.** (Mankato State Teachers Coll., Minn.) **Guidance—the core of teaching, and the elementary classroom teacher.** *Education*, 1953, **73**, 472–477.—An intimate knowledge of children and of society and the use of it to guide children—this is guidance. One must begin with the child's own perceptions and extend them so that real learning and development takes place. Topics discussed include: helping the child to accept realistically his limitations, the teacher's sensitivity towards the child's groping attempts at problem solving, accepting the child's own achievement on the level of his own potential, re-direction of individual drives and desires, and the combination of individual freedom and individual responsibility.—(S. M. Amatora).

3280. **Wedge, Bryant M.** (Valley Forge Army Hosp., Phoenixville, Pa.) **Psychiatry's aid to college administration.** *Ment. Hyg., N. Y.*, 1953, **37**, 202–209.—The psychiatrist's role as a member of the educational team is discussed in terms of the author's experience at the University of Chicago. Emphasis is placed on the importance of the preventive role of the psychiatrist as it applies to selection of students, early detection and treatment of emotional disturbances and in the development of programs oriented toward the creation and maintenance of a healthy emotional climate for all students.—(M. A. Seidenfeld).

Educational Measurement

3281. **Cornell, Francis G., Lindvall, Carl M., & Sampe, Joe L. An exploratory measurement of individualities of schools and classrooms.** *Univ. Ill. Bull.*, 1953, No. 75. 71 p.—An instrument is presented, complete with code digest and manual of directions, for use in observing the characteristics of classroom situations along such dimensions as provision for individual differences, type of group structure and pattern of interaction, pupil initiative, source and organization of curriculum content, variety of activities, teacher proficiency, and social-emotional climate. A paper-and-pencil questionnaire has been developed as well whereby pupils rate their school environments along four of these same dimensions. Both instruments have been tested in Illinois school systems. Validity and reliability coefficients are given.—(A. E. Kuenzli).

3282. **Crooks, William Ramsden. The value of personality adjustment questionnaire items in the prediction of outcomes in college engineering training.** *Dissertation Abstr.*, 1953, **13**, 255–256.—Abstract of Ph.D. thesis, 1952, U. Minnesota. Microfilm of complete manuscript, 177 p., $2.21, University Microfilms, Ann Arbor, Mich., Publ. No. 4850.

3283. **Detchen, Lily.** (Pennsylvania Coll. Women, Pittsburgh.) **A program of required exemption examinations.** *J. higher Educ.*, 1953, **24**, 249–253; 281–282.—The program described differs from most exemption programs in that it is not optional. Capable students as discovered in the regular freshman placement test and screening test programs are required to take exemption examinations in basic courses of the curriculum. If they pass these examinations they may omit the courses and are urged, but not required, to do so. Other courses are substituted for those from which exemption is obtained so that the total amount of work taken is not reduced.—(M. Murphy).

3284. **Dobbin, John E., et al. Evaluating and guiding the individual student.** In Traxler, A. E., Modern educational problems, (see **28**: 3182) 120–132.—A panel consisting of Dobbin, John E., Funk, Howard V., Lennon, Roger, Shrewsbury, Roy R., Townsend, Agatha, and Wesman, Alexander G., discussed the modern trends in testing and guidance which had been listed by Dr. Durost (see **28**: 3285) who had appeared earlier on the program.—(G. C. Carter).

3285. **Durost, Walter N. Modern trends in testing and guidance.** In Traxler, A. E., Modern educational problems, (see **28**: 3182), 111–119.—7 trends are discussed: growth in technology; the trend toward differentiated measures of intelligence; the trend toward profiling of test results; using an index of brightness; the nature vs. nurture problem; the influence of the test-scoring machine; and the shift away from statistical validity toward curricular validity.—(G. C. Carter).

3286. **Findley, Warren G. Studying the individual through the school's testing program.** In Traxler, A. E., Modern educational problems, (see **28**: 3182), 38–47.—The technique for interpreting growth is of major concern. Two desiderata are worthy of special mention. First, a system of interpretation that will describe the individual's status in terms of what feats he can perform is to be preferred to one whose sole reference is relative to what other individuals and groups can do with similar test material. Second, units of growth along a scale from minimal or zero competence to superior competence or mastery should be as free as possible from dependence on present practice in teaching subjects or in organizing pupils for instruction by grades.—(G. C. Carter).

3287. **Fitzpatrick, T. F. Tests at 11-plus for predicting ability in handicraft.** *Bull. Brit. psychol. Soc.*, 1953, **19**, 24–25.—Abstract.

3288. **Flanagan, John C. The critical incident technique in the study of individuals.** In Traxler, A. E., Modern educational problems, (see **28**: 3182), 61–70.—The first task is to obtain a comprehensive definition of the activity in terms of critical behaviors. This is usually done by asking competent observers to report on incidents they have recently noted. The second task is to collect specific critical incidents regarding the behavior of individuals with respect to the categories formulated from the original set of critical incidents. If these data are to be adequate in quantity and quality, many observers must make frequent observations and, preferably, daily records of the incidents observed.—(G. C. Carter).

3289. **Fleck, Henrietta.** (New York U.) **How to evaluate students.** Bloomington, Ill.: McKnight & McKnight, 1953. 85 p. $1.00.—Suggestions are offered for securing the necessary information on various aspects of an individual's total personality by the home economics teacher. The pamphlet is intended for the regular classroom home economics teacher.—(S. M. Amatora).

3290. **Forbes, Fritz W.** (U. Hawaii, Honolulu.), **& Cottle, William C. A new method for determining readability of standardized tests.** *J. appl. Psychol.*, 1953, **37**, 185–190.—Five techniques for evaluating reading difficulty were analyzed in relation to 27 commonly-used standardized tests. They were the Dale-Chall, Flesch, Lorge, Lewerenz, and Yoakam

formulas. A definite difference in reading levels as measured by the five methods was noted. Comparative grade placements of the tests and rank order correlations between each of the formulas and the mean grade level for the tests are given. A summary of the development of a new method (Forbes) for use on test material is given and comparative statistics are presented for the new method.—(H. W. Daniels).

3291. **Greene, Harry A.** (U. Iowa, Iowa City.), **Jorgensen, Albert N., & Gerberich, J. Raymond. Measurement and evaluation in the elementary school.** (2nd ed.) New York: Longmans, Green, 1953. xxi, 617 p. $5.00.—"This revised volume [see **17**: 1718] is planned to provide a complete and systematic handbook for any student or teacher requiring a straightforward and understandable discussion of all the fundamental ideas and techniques of evaluation in the classroom." The problems of improving all types of teacher-made examinations are stressed. New material on personality measurement, performance tests, evaluative tools and techniques, and graphical representation is presented. 16-page glossary.—(A. J. Sprow).

3292. **Jones, Stewart.** (U. Illinois, Urbana.) **Process testing—an attempt to analyze reasons for students' responses to test questions.** *J. educ. Res.*, 1953, **46**, 525-534.—A self-scoring test of 15 multiple-choice items was given to students in a first course in educational psychology. Along with the test students were given a form on which they wrote the justifications for their choices. When the reasons for choices were studied considerable discrepancy was found between getting the question right and understanding why the right alternative was right. For 3 questions better reasons were given for wrong choices than for right choices. These findings indicate that in the use of objective tests it is important to take into account not only the students' conclusion on a given question but also the process by which he arrived at that conclusion.—(M. Murphy).

3293. **Ortar, G. Liv'dikat tok'pam shel mivhaney k'nisa l'hita alef.** (Validity of entrance testing of first graders.) *M'gamot*, 1951/52, **3**, 375-379.—Validity of tests, used 3 years ago (see **25**: 6875) in testing 76 children entering in the 1st grade of elementary schools in Jerusalem, is examined through school achievements. The last were measured by means of their evaluation by teachers, and completed by material taken from school certificates. The follow up study "prove[s] a relative success of entrance testing, especially of the collective Pintner test" (r = .54; P.E. = .063).—(H. Ormian).

3294. **Seashore, Harold G. Human resources and the aptitude inventory.** *Test Serv. Bull.*, 1951, No. 41, 8 p.—An annual aptitude inventory—preferably of the eighth- or ninth-grade population—can yield information which will aid the schools (1) in curricular planning, (2) in identification of which and how many pupils possess various patterns of ability, and (3) in planning for a positive program of personal counseling. This assaying of abilities should cover the whole range of individual differences including the near geniuses and the less able; all are human resources.—(G. C. Carter).

3295. **Seigle, William F.** (Washburn U., Topeka, Kans.) **The teacher reports test scores to parents.** *J. educ. Res.*, 1953, **46**, 543-549.—In spite of their value in statistical work, z-scores and T-scores are difficult for the layman to understand. A T-score of 70 (mean of 50, standard deviation of 10) is, for example, a very good score, but most parents would not think so. W-scores have been introduced by the author to overcome this handicap. They are derived scores having a mean of 85 and a standard deviation of 5. With this method, it will be realized, more than 99% of the scores will fall between 70 and 100.—(M. Murphy).

3296. **Shamir, A. M'didat hahesegim v'darhey hahaavara mikita l'hita.** (Measurement of achievements and promotion.) *Urim*, 1952/53, **10**, 211-217.—"Measurement of achievements is important for teachers, pupils and schools... But it is forbidden to see it as a goal..., it is a mean only." The psychological and educational background of achievement testing is given, preparation, evaluation and standardization of Hebrew achievement test are described, and applying achievement test for promotion is recommended.—(H. Ormian).

3297. **Swineford, Frances, & Miller, Peter M.** (Educational Testing Service, Princeton, N. J.) **Effects of directions regarding guessing on item statistics of a multiple-choice vocabulary test.** *J. educ. Psychol.*, 1953, **44**, 129-139.—A vocabulary test containing regular items, difficult items, and nonsense items was given to 801 subjects. Three forms of the test, differing only in the instructions, were randomly distributed. In one form the subjects were encouraged to guess, in another, they were told not to guess, and in the third, guessing was not mentioned. The results showed that there was some guessing in all groups, in an amount that varied with the instructions. There was little relationship between ability and the tendency to guess.—(E. B. Mallory).

3298. **Symonds, Percival M. Studying the individual through projective techniques.** In Traxler, A. E., Modern educational problems, (see **28**: 3182), 48-60.—Schools have profited greatly in the past by taking advantage of, and applying to, their own uses the discoveries of psychologists and the developments of psychology in the measurement of abilities, aptitudes, and achievement. Schools today cannot afford to neglect the newer developments in psychology, and they cannot afford to overlook new techniques and procedures which would place the work of education on a sounder basis.—(G. C. Carter).

(See also abstracts 1846, 1847, 2261, 3299)

Education Staff Personnel

3299. **Alexander, A. M. Teacher judgment of pupil intelligence and achievement is not enough.** *Elem. Sch. J.*, 1953, **53**, 396-401.—This study is based on the opinions of 5 teachers in grades 3 through 8. After securing teacher opinion on pupil intelligence and achievement, the California Test of Mental Maturity and the Stanford Achievement Test were administered to 978 pupils. Teacher judgment of intelligence of pupils was found to be correct less than 60% of the time. Teacher judgment of pupil achievement was correct about one-fourth of the time. Teachers are likely to be influenced by the rank of pupils in the group. The author indicates the need for teacher judgment to be supported by objective data.—(S. M. Amatora).

3300. **American Educational Research Association. Committee on Criteria of Teacher Effectiveness. (Remmers, H. H., Chm.) Second report of the....** *J. educ. Res.*, 1953, **46**, 641–658.—Much of the research on teacher effectiveness which has been conducted in the past four decades does not make adequate use of psychological and sociological theory. In this Committee report the criteria of teacher effectiveness are categorized with reference to their use at different levels of teacher training and teacher service. Predictors can be validated against ultimate criteria—their effects upon pupils, or against proximate criteria—classroom behavior of teachers related to the ultimate criteria. Common research problems in the area are outlined, and it is recommended that a systematic theoretical framework for research on teacher effectiveness be developed through the work of an interdisciplinary committee. —(M. Murphy).

3301. **Anderson, Lester W.** (Arizona State Coll., Tempe.) **Teacher morale and student achievement.** *J. educ. Res.*, 1953, **46**, 693–698.—On the basis of student achievement on the Iowa Tests of Educational Development 2 groups of 10 secondary schools each were studied: one ranking high in achievement, the other ranking low. A morale scale in the form of a multiple-choice type questionnaire was constructed and given to the teachers in the 2 groups of schools. A significant difference was found between the mean morale scores of the teachers in the 2 groups of schools. Concern is frequently expressed over the problem of low morale among teachers and the results of this study emphasize again the seriousness of this problem.—(M. Murphy).

3302. **Bartky, John A.** (Stanford U., Calif.) **Supervision as human relations.** Boston: D. C. Heath and Co., 1953. xi, 308 p. $4.00.—This book is concerned with promoting the supervisor's understanding of teachers. "Supervision is related to the education of teachers as child psychology is related to the education of children." The purpose of the effective supervisor is to understand the unique personality of each teacher and to "become an expert 'guesser' of answers to supervisory problems." Two of the sixteen chapters are essentially concerned with the dimensions of personality as viewed from an eclectic viewpoint. The remaining chapters deal with the more or less practical problems of the public school supervisor.—(G. G. Thompson).

3303. **Blanchard, B. Everard.** (Ernest Harmon AFB, N. Y.) **Some characteristics peculiar to educators.** *J. educ. Res.*, 1953, **46**, 513–523.—A random sample of educators listed in Vol. 14 of *Who's Who in American Education* was studied. The most frequently listed place of birth was in the North Central or Middle Western States. Highest ranking universities for baccalaureate degrees were California and Minnesota, and for both master's and doctor's degrees Columbia University led all others.—(M. Murphy).

3304. **Dilley, Norman E.** (Ohio U., Athens.) **Group counseling for student-teachers.** *Educ. Adm. Superv.*, 1953, **39**, 193–200.—A questionnaire study of 44 student-teachers in the elementary education program at the University of Illinois during the Fall semester of 1951 showed that student-teachers were benefitted in all but one of the 27 problems studied by group discussion. This group approach was especially helpful in discipline; understanding behavior of children; pupil-teacher planning and evaluation; caring for individual differences; classroom management and routine; source materials and motivation.—(S. M. Amatora).

3305. **Downie, N. M.** (Purdue U., Lafayette, Ind.), **& Bell, C. R. The Minnesota Teacher Attitude Inventory as an aid in the selection of teachers.** *J. educ. Res.*, 1953, **46**, 699–704.—The MTAI was administered to Freshman and Sophomore students in education. Significant correlation was found between scores on this instrument and total scores on the ACE Psychological Examination, overall grade point averages, and grades in courses in education. Biographical information available concerning the students indicated that those who scored high on the MTAI had a background of experience with young people, an interest in teaching, and were rated as good prospects by their instructors.—(M. Murphy).

3306. **Evans, Kathleen M. The construction and use of a test to measure interest in teaching.** *Bull. Brit. psychol. Soc.*, 1953, **20** (Inset), 20.—Abstract.

3307. **Fink, Martin.** (Richmond (Calif.) City Schs.) **Ethnocentrism as it relates to teaching success.** *Calif. J. educ. Res.*, 1953, **4**, 111–114.—The California Ethnocentrism Scale was administered to 205 northern California elementary school teachers whom 7 elementary school principals had rated according to ability and success. A tetrachoric correlation of .283, significant at the 1% level of confidence, was taken to indicate that "principals tend to give favorable ratings to those teachers characterized by rigid, authoritarian, conforming types of personality."—(T. E. Newland).

3308. **Grim, Paul R., & Hoyt, Cyril J.** (U. Minnesota, Minneapolis.) **Excerpts from two instruments for appraising teaching competency.** *J. educ. Res.*, 1953, **46**, 705–710.—The instruments reported are the Student Reaction Inventory and the Teacher Characteristic List. From remarks known to have been made by students about their experiences in class 200 statements were selected and listed in an inventory. In using the inventory in a particular class students are asked to indicate whether they agree with, disagree with, or are uncertain about these statements as they apply to that class. In the second instance the principal is asked to respond to each item according to the degree to which it is characteristic of the teacher's behavior, with 5 possible response choices. The items are tentatively assigned to 7 categories and a method of weighting the responses is described.—(M. Murphy).

3309. **Kirk, R. Bruce.** (Purdue U., Lafayette, Ind.) **Guidance for the school administrator.** *Stud. higher Educ., Purdue Univ.*, 1951, No. 79, 65–68.—A scale is discussed whereby a principal or superintendent may be rated by teachers on traits in such syndromes as "fairness to subordinates," "administrative achievement," and "democratic orientation."—(A. E. Kuenzli).

3310. **Knoell, Dorothy M.** (U. Wisconsin, Madison.) **The prediction of teaching success from word fluency data.** *J. educ. Res.*, 1953, **46**, 673–683.—A variety of measures of word fluency were correlated with 3 different ratings of teaching success. While all correlations were positive, the correlation between ideational fluency and success was significant, indicating that in this respect facility in the expression

of ideas is more important than mere quantity in written fluency.—(M. Murphy).

3311. **Mitzel, Harold E., & Rabinowitz, William. Reliability of teachers' verbal behavior: a study of Withall's technique for assessing social-emotional climate in the classroom.** New York: Office of Research and Evaluation, College of the City of New York, 1953. v, 30 p. (Publ. 15.) (Mimeo.)—This study investigates observer reliability as well as questions about consistency and uniformity of verbal performance by teachers when such performances are used as indices of learner-centered, teacher-centered psychological climates. Two observers visited the classrooms of four teachers in a New York elementary school on eight occasions. Differences between observers in categorizing statements proved to be generally nonsignificant. Verbal behavior of teachers was markedly influenced by the presence of observers during initial visits but became "more typical," or less uniform, during later periods.—(A. E. Kuenzli).

3312. **Orleans, Jacob S., & Wandt, Edwin.** (Coll. City New York.) **The understanding of arithmetic possessed by teachers.** *Elem. Sch. J.*, 1953, **53**, 501-512.—Two tests were developed to cover various items of understanding steps in, meanings of, and concepts of basic arithmetic processes. These were administered to 722 subjects, including college undergraduate and graduate students and classroom teachers. Results indicate that there is general difficulty in verbalizing explanations of arithmetic processes, concepts, and relationships; and that there are few processes, concepts and relationships understood by most teachers.—(S. M. Amatora).

3313. **Ruja, Harry.** (San Diego State Coll., Calif.) **A student-centered instructor-rating scale.** *Educ. Adm. Superv.*, 1953, **39**, 209-217.—On the basis of two essays from 31 upper division students of philosophy and psychology, an instructor-rating scale was constructed to serve as a measure of student-feeling toward instructors. Tentative norms are provided. Split-half reliability is .969. Each item is consistent with scale as a whole. Validity is indicated by biserial r, correlating score per paper with expressed like or dislike, of .903. The 90-item scale is given.—(S. M. Amatora).

3314. **Schrupp, Manfred H., & Gjerde, Clayton M.** (San Diego (Calif.) State Coll.) **Teacher growth in attitudes toward behavior problems of children.** *J. educ. Psychol.*, 1953, **44**, 203-214.—The authors repeated Wickman's 1927-28 study comparing the attitudes toward children's behavior held by teachers with those held by clinicians. Unlike Mitchell, who performed a similar investigation in 1940, they used Wickman's original instructions, which differed somewhat for the two groups of raters. Even with this procedure it was found that the correlation of the means of the ratings of the 1951 teacher and clinician groups was .56, showing that the extent of disagreement between teachers and clinicians appears to be much less to-day than it did in 1927. Such differences as were found are still of the same general nature as those pointed out by Wickman.—(E. B. Mallory).

3315. **Weber, C. A.** (U. Connecticut, Storrs.) **Some characteristics of college teachers.** *J. educ. Res.*, 1953, **46**, 685-692.—Replies were received from 100 college graduates who were asked to characterize by means of a check list the best liked teacher and the least liked teacher they had had as undergraduates. If the best liked teacher was not the best instructor they were asked to characterize the latter also. In approximately 3 out of 4 cases the best liked teacher was also the best instructor. Where there was a difference it was generally referred to a lack of human qualities in the instructor. The personal and professional characteristics of the best liked and least liked teachers are given in detail.—(M. Murphy).

3316. **Weinreb, Joseph.** (Worcester (Mass.) Youth Guidance Center.) **Report of an experience in the application of dynamic psychiatry in education.** *Ment. Hyg., N. Y.*, 1953, **37**, 283-293.—Weinreb reports on five groups of teachers in five different communities. Each group was given 15 two-hour group sessions (for which university credit was given) on the dynamics of human behavior so as to increase their understanding of their conduct in the classroom and of the children. The procedures used to develop the instructional material are discussed. While the author's impression was that the program was effective, tangible factual supportive evidence for this opinion was limited and the author recommends further study.—(M. A. Seidenfeld).

PERSONNEL PSYCHOLOGY

3317. **Adams, Marjorie M. (Comp.) Index to Human Resources Research Center 1952 publications.** *USAF, Hum. Resour. Res. Cent. Res. Bull.*, 1952, No. 52-43, iii, 37 p.—Lists all of the 1952 publications of HRRC including Research Bulletins, Technical Reports, Conference Reports, and Research Notes. Abstracts the unclassified Research Bulletins and Technical Reports. Indexes by author, laboratory of origin, and subject.—(A. J. Sprow).

3318. **Andrews, Kenneth R. (Ed.)** (Harvard U., Cambridge, Mass.) **Human relations and administration; the case method of teaching.** Cambridge, Mass: Harvard University Press, 1953. xvi, 271 p. $4.50. —"This book is a collection of papers by those who teach and do research in human relations at the Harvard Business School. It is addressed to the educators and administrators in schools, in governments, and in businesses who sense the need for better teaching and learning of executive skills." The case method is the central principle of teaching stressed throughout all selections. Part I, "Teaching and Learning," contains 13 papers; Part II, "Training in Industry" has two papers; and Part III, "Research Problems in Human Relations," presents 4 papers.—(F. Costin).

3319. **Argyris, Chris.** (Yale U., New Haven, Conn.) **Some characteristics of successful executives.** *Personnel J.*, 1953, **32**, 50-55.—10 characteristics which have been found in some of the successful executives are described. They include high frustration tolerance, ability to encourage participation by subordinates, self-evaluation, understanding of competition, ability to express hostility tactfully, ability to accept victory or defeat without too much emotion, ability to accept authority, to gain security by group identification and to set realistic goals.—(M. B. Mitchell).

3320. **Cook, P. H., & Wyndham, A. J. Patterns of eating behavior: a study of industrial workers.** *Hum. Relat.*, 1953, **6**, 141-160.—This study was

undertaken to provide information which would increase the use of a factory cafeteria. The eating habits of employees were analyzed in Lewinian terms as constituting a quasi-stationary process. Data are based on cafeteria records, informal discussions, a questionnaire, and a non-directive interview. The plant is analyzed as an institution and it is argued that the eating habits of the employees are best understood in terms of the social structure, especially the sub-institutional patterns involved. —(R. A. Littman).

3321. **Cowley, J. J., & Sugarman, L. P. Some observations on the reasons given for joining the South African Permanent Force by three military offence groups and a control group.** *Bull. Nat. Inst. pers. Res., Johannesburg*, 1952, **4**, 140-150.—A theft group (N = 54), a drunk group (N = 45) and an A.W.O.L. group (N = 74) were compared with each other and with a control group (N = 74) on reasons for joining the South African military organization. Significant differences were found in the category "general appeal of military life," stated more frequently by crime group than control; "family influence," offered by 20 of the crime group, but none of the control group; and "miscellaneous reasons," given more by the crime group. Analysis of the intercrime group did not reveal significant differences in reasons, except for the theft group which approached significance in giving more stereotyped than unusual reasons.—(B. Sless).

3322. **Doherty, Harold A.** (Fifth Army Headquarters, Chicago, Ill.) **The Army career guidance program.** *Stud. higher Educ., Purdue Univ.*, 1951, No. 79, 39-47.—The guidance and training program of the U. S. Army for enlisted personnel and warrant officers is presented.—(A. E. Kuenzli).

3323. **Evers, John C.** (Headquarters USAF, Washington, D. C.) **Career guidance in the U. S. Air Force.** *Stud. higher Educ., Purdue Univ.*, 1951, No. 79, 32-38.—The aims and procedures of the Airmen Career Program of the USAF are outlined. —(A. E. Kuenzli).

3324. **Fleishman, Edwin A.** (HRRC, Lackland AFB, Tex.) **The measurement of leadership attitudes in industry.** *J. appl. Psychol.*, 1953, **37**, 153-158. —Questionnaires were developed and refined to measure two dimensions of leadership attitudes, "Consideration," and "Initiating Structure." Comparisons of scores on various forms of the questionnaires among various levels of supervision were made, and interpreted. Comparisons between workers and foremen, leading workers and leading foremen, were also made. Departmental grievance rates were related to questionnaire scores.—(H. W. Daniels).

3325. **Ginzberg, Eli. (Dir.)** (Columbia U., New York.) **Progress report, Conservation of Human Resources Project, summer 1953.** New York: Graduate School of Business, Columbia University, 1953. 28 p.—After outlining the structure of the project and indicating the plan of the research, work to date on the 3 major aspects of the research is summarized: (1) work performance of marginal groups, (2) talent and superior performance, and (3) changes in the roles of the American worker. Additional studies are noted; the relations of the project to the National Manpower Council and other organizations are mentioned; a publication schedule and staff biographies are included. (See **26**: 553.) —(H. W. Daniels).

3326. **Halsey, George D. Handbook of personnel management.** (2nd ed.) New York: Harper, 1953. x, 468 p. $6.00.—This book has been revised to take into account the progress in personnel management since the first edition (see **22**: 480). Experiences of several companies in opening and keeping open continuously the channels of communication between worker and management and between management and worker have been included. New material has been added to the chapter on employee merit rating, and the chapter on pre-employment tests has been completely rewritten. A chapter on "Organization for effective personnel management" has been added.—(A. J. Sprow).

3327. **Halsey, George D. Supervising people.** (2nd ed.) New York: Harper, 1953. x, 238 p. $3.00. —This book has been revised because of the progress in supervision since the first edition (see **20**: 2455). A new chapter has been included on the developments in two-way communication. New material has been added particularly in the chapters on merit rating and the use of tests in employee selection. The discussions in other chapters have been brought up-to-date. As in the first edition, the emphasis is on the practical aspects of supervision.—(A. J. Sprow).

3328. **Henderson, Ralph M., & Bacon, Selden D.** (Yale U., New Haven, Conn.) **Problem drinking: the Yale plan for business and industry.** *Quart. J. Stud. Alcohol*, 1953, **14**, 247-262.—Necessary for helping the possible 2 million persons in business with drinking problems are understanding of the problem by management, assignment of responsibility for a program to a definite office, mobilization of resources for rehabilitation, and a survey of the actual size of the problem.—(W. L. Wilkins).

3329. **Hill, J. M. M. A note on labour turnover in an iron and steel works.** *Hum. Relat.*, 1953, **6**, 79-87.—The hyperbolic function describing the survival of employees discovered in one factory is checked against data from another one. Differences in the fitted curves are related to varying attitudes towards, and opportunities for, internal transfer. —(R. A. Littman).

3330. **Jennings, Eugene Emerson.** (U. Pennsylvania, Philadelphia.) **The motivation factor in testing supervisors.** *J. appl. Psychol.*, 1953, **37**, 168-169. —Two groups of supervisors took 2 forms of the Wonderlic Personnel Test, one group for research purposes, the other for possible promotion. Each supervisor was ranked by superiors to obtain a criterion. The latter group ("promotion motivation") produced significantly higher scores on the second administration, while the former group did not. The promotion group showed a lower correlation between the two forms than did the research group, but a higher correlation with the criterion.—(H. W. Daniels).

3331. **Peterson, O. F. A training plan for the personnel staff; developing civilian personnel managers in the Army.** *Personnel*, 1953, **29**, 484-492. —Because the U. S. Army employs over half a million civilian employees in its installations throughout the world, the problem of the development of an extensive, but coordinated and flexible, training program for its own civilian personnel executives has

been a major undertaking. Several training programs, here described, are available to key Army personnel workers to assist them in the training and development of their own staffs. The objectives, methods, and successes of these training programs are presented for the information of industrial personnel executives confronted with related problems in employee and supervisory training.—(D. G. Livingston).

3332. **Seashore, Harold G. The search for talent.** *Test Serv. Bull.*, 1952, No. 43, 1-4.—We cannot afford to get our engineering and scientific workers entirely from spontaneous, last-minute self-nominations. Since counseling is a democratic process of joint planning and decision making by school, pupil, and family, time is needed to help these identified boys think through their opportunities and their social responsibilities. This argues for early testing, preferably in the eighth or ninth grade. Counselors are prospectors for natural resources more precious than oil or uranium. We must make sure they have both the time and the tools they need.—(G. C. Carter).

3333. **Steele, Lowell W. Personnel practices in industrial laboratories.** *Personnel*, 1953, **29**, 469-476.—A survey of types of personnel administration procedures which are being used in industrial research laboratories reveals that while no firms included in the study ignored administrative practices in their research divisions, all were beset by many problems in their application. Most of these problems originate in the widespread belief that not only research activities but scientists themselves are "different." Although more problems accrue to the personnel administrator as a result of this attitude, he is nonetheless thereby allowed greater freedom in designing procedures for the selection, induction, training, rating, and promotion of industrial research personnel. Despite much opinion to the contrary, it is concluded that most standard principles of personnel administration are applicable to research employees provided certain precautions are observed. —(D. G. Livingston).

3334. **Van der Heijden, Ph.M. Uit de bronnen van mensenkennis. II: De constitutionele psychologie.** (Sources to the understanding of human nature. II: Constitutional psychology.) *Psychol. Achtergr.*, 1953, No. 20, 65-88.—A popular essay on prescientific typology and some aspects of Kretschmer's somatotypes, with a brief presentation of related subjects such as individual differences in psychomotor speed, manual dexterity, fatiguability, etc., and their importance in counseling for selection and placement in industry.—(P. W. Pruyser).

3335. **Whitehall, Arthur M., Jr.** (U. North Carolina, Chapel Hill.) **Developing personnel policies.** *Personnel. J.*, 1953, **32**, 15-18.—While top management has the final responsibility for determination of company policy, personnel executives may formulate the policy using recommendations from the unions. Company policies should be written clearly in terms all employees can understand and should be available to all employees. They should be generally acceptable and consistent. Company policy should not be confused with plant rules which include detailed rules for the employees' behavior.—(M. B. Mitchell).

3336. **Wingert, Judith W., & King, Joseph E. The 24 job-test areas.** Chicago, Ill.: Industrial Psychology, Inc., 1953. 20 p.—A description of each of the 5 job families and the 24 job areas into which the 40,000 job titles in the "Dictionary of occupational titles" can be grouped, and an index of the 850 most common job titles in business and industry classified by the job-test areas.—(A. J. Sprow).

(See also abstracts 2380, 3387)

Selection & Placement

3337. **Adda, G. Application d'une batterie de tests sensoriels dans un centre d'apprentissage des métiers du cuir.** (Use of a battery of sensory tests in a training center for leathercrafts.) *BINOP*, 1953, **9**, 52-55.—A battery of 10 sensory tests (color differentiation, visual acuity, color distortion, estimation of thickness, estimation of roughness, hand-strength, and tapping ability) has been administered to 3 groups of apprentices (about 17 subjects in each group). Experiment was abandoned when preliminary findings indicated that less time consuming paper and pencil examinations were as efficient. Qualitative information on the limitations of the tests used is included. Quantitative data are at a minimum. —(G. Dufresne).

3338. **Barry, John R., & Raynor, Gordon H.** (Sch. Aviat. Med., Randolph Field, Tex.) **Psychiatric screening of flying personnel: research on the Cornell Index.** *USAF Sch. Aviat. Med. Proj. Rep.*, 1953, Proj. No. 21-0202-0007, iv, 26 p.—The Cornell Index, a 101-item objective-type response personality inventory, was administered to entering student pilots as part of an experimental battery of psychiatric screening tests. The test authors' key was revised, and a cutting point was cross-validated which allowed the identification as potential psychiatric casualties of 8% of the total population (1,033 cadets). Prediction was correct for 74% of those cadets screened. Other cutting points allowed the screening of a larger percent of the total population, but the prediction was less efficient. The research findings warrant the trial of this test in a psychiatric selection battery.

3339. **Bennett, George K., & Gelink, Marjorie.** (Psychological Corp., New York.) **The Short Employment Tests.** *Personnel Psychol.*, 1953, **6**, 151-157.—To provide a series of tests which would permit valid prediction of the several characteristics involved in most office jobs, the authors designed 4 forms of the short employment tests. This series of tests, which can be administered in 20 minutes, assesses those traits considered to be most important in clerical work: verbal intelligence, numerical skill, and clerical speed and accuracy. Findings indicate that these tests "produce scores which are highly correlated with and about as reliable as the corresponding scores of the general clerical test; that the 4 forms of the short employment tests are equivalent for practical purposes; and that these tests appear to display sufficient validity against a criterion of stenographic learning or status to justify their use in employment office situations."—(A. S. Thompson).

3340. **Boulger, John Richard. The generalized distance function and differential aptitude testing.** *Dissertation Abstr.*, 1953, **13**, 254-255.—Abstract of Ph.D. thesis, 1952, U. Minnesota. Microfilm of complete manuscript, 180 p., $2.25, University Microfilms, Ann Arbor, Mich., Publ. No. 4843.

3341. **Brown, Clarence W., & Ghiselli, Edwin E.** (U. California, Berkeley.) **Some generalizations concerning the validity of aptitude tests.** *Personnel Psychol.*, 1953, **6**, 139-150.—Cluster analysis was applied to 16 tests reducing them to three reasonably independent cluster domains—intellectual, spatial, and motor tests. From previous studies, validity coefficients were available for these tests on a variety of jobs and cluster validity correlations were computed. "While in general the present analysis confirms some common beliefs concerning the validity of various types of tests in the prediction of proficiency in different types of occupations, there are a number of findings that are quite unsuspected. For example, relative to other tests, spatial ability tests do not have the higher validity for mechanical occupations that is ordinarily assigned them."—(A. S. Thompson).

3342. **Canfield, A. A.** (Wayne U., Detroit, Mich.) **Administering Form BB of the Kuder Preference Record, Half Length.** *J. appl. Psychol.*, 1953, **37**, 197-200.—Using 301 completed records, answer sheets were scored by interest areas, each score being divided into that obtained on the odd-numbered pages and that obtained on the even-numbered pages. Regression equations were constructed for predicting total scores from the two sets of half-length scores. Another sample of 100 males was used to substantiate the results. Correlations between predicted and obtained scores ranged from .90 to .97.—(H. W. Daniels).

3343. **Clark, Brant, & Johnson, Woodbury. The tests of General Educational Development (College Level) as predictors of performance in the U. S. Naval School, Pre-Flight.** *U. S. Naval Scb. Aviat. Med. Res. Rep.*, 1952, Proj. No. NM 001 057.16.01, 3 p.—A comparison was made of the scores on the tests of General Educational Development (College Level) and grades in the U. S. Naval School, Pre-Flight. The 82 cadets studied were procured from the enlisted ranks of the Navy. It was found that the test of Interpretation of Reading Materials in the Natural Sciences was the only one which consistently predicted success in several pre-flight subjects. Other possible values of these tests as selection devices for officer candidates are briefly discussed.

3344. **Clark, Brant, & Malone, R. Daniel. The relationship of topographical orientation to other psychological factors in Naval Aviation Cadets.** *U. S. Naval Scb. Aviat. Med. Res. Rep.*, 1952, Proj. No. NM 001 059.01.32, 9, iv p.—A comparison was made of the performance of 233 Naval Aviation Cadets on a test of Topographical Orientation with the performance of the same group on seven other tests and selected personal data. Low correlations were obtained with only 3 significantly different from zero. Conclusion reached that topographical orientation is a unique characteristic, and independent of factors measured by current Naval Aviation Cadet Selection battery as well as of certain other factors.

3345. **Comrey, Andrew L.** (U. California, Los Angeles.) **Group performance in a manual dexterity task.** *J. appl. Psychol.*, 1953, **37**, 207-210.—65 pairs of male university students were given 6 individual trials on the Purdue Pegboard Assembly Task, and 6 trials on the same task working as a cooperating pair. Results indicated that less than half of the group performance variance could be predicted from a knowledge of the individual performances. The implications of this result for industrial situations are briefly discussed.—(H. W. Daniels).

3346. **Corona, Emil A.** (Sperry and Hutchinson Co., New York.) **The psychopathic personality in industry: a personnel management problem.** *Personnel*, 1953, **29**, 467-469.—The psychopathic personality presents inadequacies or deviations to the extent of rendering the individual incapable of satisfactory social and business relations. Because such an individual bears all the superficial characteristics of a highly desirable employee, management often fails to recognize this "type" as a problem until it is too late. A technical description of the identification and characteristic personality structure of such a person leads to several rules of thumb which may be utilized by management for the recognition of this kind of applicant. Substantial savings in cost and in increased productivity may result if selection procedures are designed to screen out psychopathic personalities.—(D. G. Livingston).

3347. **Crissy, Wm. J. E., & Pashalian, Siroon.** (Fordham U., New York.) **The interview. III. Aids to the interview—the submariner stereotype.** *USN, Submar. Med. Res. Lab. Rep.*, 1952, **11**(31), Rep. No. 214, 63 p.—The application of a special measurement technique which involves the double administration of a set of words or phrases in the frames of reference of, first, submariners, and second, the respondent's own self-picture, is investigated. Responses to items of the instrument by 1125 submarine candidates are analyzed for differences between these and the responses of two other naval groups, namely, recruits and receiving station personnel, for reliability, and finally, for validity in terms of the immediate criterion of graduation from Submarine School. The findings show that submarine candidates are differentiated from the other naval groups in the significantly greater coincidence of aspects of their self-picture with those of their stereotype of a submariner.

3348. **Fattu, Nicholas A., & Mech, E. Victor.** (Indiana U., Bloomington.) **The effect of set on performance in a "trouble shooting" situation.** *J. appl. Psychol.*, 1953, **37**, 214-217.—54 university students were used as subjects in an experiment designed to determine whether ability to locate defects in an equipment system required something more than being trained in the components of that system. All subjects received identical indoctrination for the apparatus, a gear train, after which each was given 6 problems of malfunction to locate. Group 1 received no additional information; Group 2 received a basic-knowledge lecture explaining nomenclature and functioning; while Group 3 received the basic-knowledge lecture plus a symptom analysis lecture. Post-testing showed that correct location gains increased with each additional lecture. Time required decreased for Groups 1 and 2, but remained constant for Group 3. It is suggested that time required is a dubious criterion of trouble shooting performance.—(H. W. Daniels).

3349. **Fleishman, Edwin A.** (HRRC, Lackland AFB, Tex.) **A modified administration procedure for the O'Connor Finger Dexterity Test.** *J. appl. Psychol.*, 1953, **37**, 191-194.—This test was administered under time limit conditions to unselected independent samples of 100 airmen for 4 minutes,

5 minutes, and 6 minutes. The tests were re-administered for test-retest reliabilities. Another sample was given the test under standard work limit conditions; another sample under work limit conditions was retested with the 5 minute time limit. Results indicated small losses in reliability under time limit conditions. Preliminary norms for the various conditions are given. 16 references.—(H. W. Daniels).

3350. **Gilliland, A. R., & Newman, S. E.** (Northwestern U., Evanston, Ill.) **The Humm-Wadsworth Temperament Scale as an indicator of the "problem" employee.** *J. appl. Psychol.*, 1953, **37**, 176–177.—The Humm-Wadsworth scale was administered 10 years ago to employees of a large organization, and the evaluation of 405 randomly selected cases was made 9 years later. 191 were still employed and rated as satisfactory or successful, 139 had left the company without unfavorable record, and 75 had been dismissed or resigned on probation. The test failed to differentiate in any way the satisfactory from the unsatisfactory workers.—(H. W. Daniels).

3351. **Hay, Edward N.** (Hay Associates, Philadelphia, Pa.) **The validation of tests.** *Personnel*, 1953, **29**, 500–507.—The personnel executive who wishes to determine whether the tests being used in his office are actually "doing the job" or who wishes to introduce a testing program which will be effective should be familiar with test validation procedure. Beginning with the "how" of selecting a test for use, the procedure is described in non-statistical terms including the combination of tests into selection batteries.—(D. G. Livingston).

3352. **Iscoe, Ira, & Lucier, Omer.** (U. Texas, Austin.) **A comparison of the revised Allport-Vernon Scale of Values (1951) and the Kuder Preference Record (Personal).** *J. appl. Psychol.*, 1953, **37**, 195–196.—The two tests were administered to 90 male adults. The scores on the Kuder were correlated with the scores on the Allport-Vernon. The results are interpreted as pointing up the dangers of using similarly defined traits measured by different instruments, since the highest correlation obtained was $r = .47$ between Kuder theoretical and Allport-Vernon aesthetic.—(H. W. Daniels).

3353. **Kinsey, Jack L., & Weybrew, Benjamin B. Etiological factors in the disqualification of submarine personnel.** *USN Submar. Med. Res. Lab. Rep.*, 1953, **12**(11), Rep. No. 226, iv, 40 p.—The data for this report consist of a heterogeneous grouping of background factors, test battery scores, evidence of neurotic symptoms, and on-board ratings and observations. The results indicate that over half of the disqualifications are the result of inappropriate motivation for the submarine service. There are several predictors of this inadequate motivation suggested by the data; for example, attitude toward authority, ability to verbalize, and the possession of definite goals. There is some evidence that some neurotic-like process may be involved in about 25% of the disqualified group; another 10% may have had such sociological variables as instability of home life associated with their disqualification; while the data from the remaining portion of the group suggest social withdrawal as a major contributing variable.

3354. **McCabe, Frank J., Siegel, Arthur I., Pashalian, Siroon, & Crissy, Wm. J. E. The interview: II. Aids to the interview—the confidential questionnaire.** *USN, Submar. Med. Res. Lab. Rep.*, 1952, **11**(28), Rep. No. 211, 60 p.—Responses to a personal history type questionnaire by 1198 submarine candidates are analyzed for a description of submarine candidates, and for reliability and validity of the items. The description of submarine candidates is made in terms of contrast with the descriptions of two other naval groups—recruits, and receiving station personnel. Reliability is indicated for factual type items and validity, using the immediate criterion of graduation from Submarine School, is indicated for items pertaining to educational attainment. Extensive data on submarine candidates, recruits and receiving station personnel, as well as a recommended revised questionnaire, are appended.

3355. **Mkele, N. Preliminary report on the predictive efficiency of a screening battery for the selection of winch drivers.** *Bull. Nat. Inst. pers. Res., Johannesburg*, 1952, **4**, 151–159.—A screening battery constructed for African mineworkers was studied to determine its effectiveness in selection for specific jobs. One hundred men who took a special winch driving course were studied. Their scores on the screening battery indicated that they formed a representative sample of the African mine working population in terms of battery performance. Winch driving test results at the end of the training period, when compared with screening battery scores, showed a satisfactory predictive efficiency for the battery with a multiple R of .66.—(B. Sless).

3356. **Pashalian, Siroon, & Crissy, Wm. J. E.** (Fordham U., New York.) **The interview. IV. The reliability and validity of the assessment interview as a screening and selection technique in the submarine service.** *USN, Submar. Med. Res. Lab. Rep.*, 1953, **12**(1), Rep. No. 216, v, 67 p.—109 interviews were recorded and analyzed for content, speaking time patterns, and both intra-rater and inter-rater reliability. 682 interview decisions were analyzed for validity against an immediate criterion of pass-fail in the Basic Submarine School. Content analysis revealed high consistencies for items pertaining to interest in submariners and factual type personal history items. Time analysis revealed the need for letting the interviewee do more of the talking. Both intra-rater and inter-rater reliability are high, but considerable variation is indicated in the standards and reporting of compiled individual traits. Validity of the assessment interview is high for the overall decision of acceptance or rejection for Basic Submarine School, but this is partially an artifact of an unusually high selection ratio.

3357. **Pashalian, Siroon; Crissy, Wm. J. E., Siegel, A. I., & Buckley, E. P.** (Fordham U., New York.) **The interview: I. A selectively abstracted bibliography.** *USN, Submar. Med. Res. Lab. Rep.*, 1952, **11**(19), Rep. No. 202, 57 p.—This report is the first of 4 reports in connection with research on the problem: "The reliability and validity of the assessment interview as a screening and selection technique in the submarine service." It is composed of civilian and military materials reviewed through April 1952, of which 156 titles are abstracted and 27 are listed. The materials are indexed by author, by subject, and by journal.

3358. **Poe, Arthur C., & Ambler, Rosalie K. A comparison of test weighting techniques for the Flight**

Aptitude Rating Battery. *U. S. Naval Sch. Aviat. Med. Res. Rep.*, 1952, Proj. No. NM 001 057.04.02, 7 p.—This report compares 3 methods of weighting the Flight Aptitude Rating Battery and tests the validity of the assumption that the underlying distribution of the Pass-Fail Flight criterion is normal.

3359. **Rennes, P., & Tuver, G. Quelques remarques a propos du test mécanique.** (Some remarks on the mechanic test.) *Rev. psychol. appl.*, 1953, **3**, 17–23.—A study of the test of mechanical comprehension of the "Centre de Psychologie Applique" shows that the effects of age, cultural level and professional activity on test scores are large enough to warrant serious considerations in the establishment of norms.—(G. Besnard).

3360. **Roff, Merrill. The pilot candidate selection research program. V. A factorial study of the motor aptitudes area.** *USAF, Sch. Aviat. Med.*, 1953, Proj. No. 21-29-008, Rep. No. 5, ii, 25 p.—The factor analysis of a 69-variable aptitude test battery, given to 2,000 Naval Aviation Cadets prior to Pilot training, is reported. Many results previously found with Air Force populations are confirmed. The major contribution is the splitting of the psychomotor area into several factors previously undiscovered.

3361. **Saltz, Eli, & Moore, John V.** (Technical Training Res. Lab., Chanute AFB, Ill.) **A preliminary investigation of trouble shooting.** *USAF Hum. Resour. Res. Cent., Tech. Rep.*, 1953, No. 53-2, v, 10 p.—"Trouble shooting" refers to the rapid isolation of a source of malfunction in complex equipment and machinery. This study is an attempt to determine the characteristics of good and poor trouble shooters. The results suggest that the rapid solution of trouble-shooting problems is associated with logical analysis and thinking through of the problem, knowledge of the equipment, past experience with the particular malfunction, and proper utilization of test equipment.—(A. Chapanis).

3362. **Schleh, Edward C.** (Schleh Associates, Minneapolis, Minn.) **Make your executive merit rating realistic!** *Personnel*, 1953, **29**, 480–484.—Many existing types of executive rating plans are unrealistic in that they estimate potential rather than accomplishment and often give undue weight to unimportant or extraneous attributes of a person or his position. In an effort to ameliorate this situation, an employee evaluation plan (which can be applied equally well to other than executive ranks) is described which keys performance directly to operating results and which minimizes unimportant or misleading factors which often distort other methods of evaluation. The steps in the construction of such a merit rating plan are provided for utilization in occupational evaluation.—(D. G. Livingston).

3363. **Schultz, Irwin J. A follow-up study of airmen who failed the Airman Classification Battery and the Armed Forces Qualification Test but who after further examination were recommended for retention and assignment.** San Antonio, Tex.: Lackland Air Force Base, Wing Personnel office, 3700th Military Training Wing, 1953. (Personnel Study 53-2). iv, 62 p.—Many below AF requirements for recruitment can make a satisfactory military adjustment on elementary levels and do not necessarily become disciplinary problems. The experimental group's progress possibilities beyond simple duties is problematical and cannot yet be stated. Certain airmen recommended for discharge should be retained. Assignment should be based on individual study. Special training in reading, writing and arithmetic may be required.—(R. Tyson).

3364. **Schultz, Irwin J. Study of Class IV airmen when divided into two groups ranging in Armed Forces Qualification Test scores of 10–20 and 21–30.** San Antonio, Tex.: Lackland AF Base, 1953. vi, 48 p. (Personnel Study 53-1).—Arbitrary division of Class IV airmen by a critical score of 21 suggested existence of an aptitude dichotomy deserving a new classification, Class V. The number of Class IV recruits is large enough to warrant establishment of an optimal critical score as well as emphasis on proper assessment, training, and placement of the proposed new low-standing group. In general, career counseling of airmen is considered effective.—(R. Tyson).

3365. **Uhrbrock, Richard S.** (Procter & Gamble Co., Cincinnati, O.) **Interviewing the college graduate.** *Chem. Engng News*, 1953, **31**, 2480–2482.—The campus interview is normally a period of appraisal, with hiring done in second-stage interviews on company premises. The plant visit provides time for more thorough appraisal. The campus interview should screen applicants, give information—if necessary "selling" the company—and accept, reject, refer, or encourage the applicant. The interviewing process as a whole should be designed to yield maximum information on which the hiring official can make his decision.—(H. W. Daniels).

3366. **Ulett, George A., & Gleser, Goldine.** (Washington U., St. Louis, Mo.) **Psychiatric screening of flying personnel: the development of empirical scales for the prediction of anxiety-proneness from the EEG and reaction to intermittent photic stimulation.** *USAF Sch. Aviat. Med. Proj. Rep.*, 1953, Proj. No. 21-0202-007, Rep. No. 4, iii, 10 p.—3 empirical scales—based on (1) basic EEG record taken with eyes closed and subject relaxed, (2) EEG response to photic stimulation over flicker frequencies from 2 to 30 flashes per second, and (3) subjective sensations induced by flickering lights—were developed from data of a previous experimental study of EEG measures of anxiety-proneness. In combination, with an empirically determined cutting score, these scales select 11% of non-anxiety-prone and 59.4% of anxiety-prone normal subjects and 65.5% of anxious patients. Cross-validation is in progress on a new population.

3367. **Voisin, P.** (Centre de Sélection Professionnelle, Algiers, North Africa.) **Examens psychotechniques d'ouvriers soudeurs à l'arc.** (Psychotechnical examination of arc-welders.) *BINOP*, 1953, **9**, 44–51.—An exploration of 6 factors, with a battery of 9 tests, to determine aptitudes positively correlated with efficiency at arc-welding. 26 experienced arc-welders were used, the external criterion being the opinion of an instructor in arc-welding on a sample of their work. Hand dexterity, Visual imagination, and Motor ability showed a significant positive correlation.—(G. Dufresne).

3368. **Wentworth, Palmer. How to improve employment interviews.** *Personnel J.*, 1953, **32**, 46–49.—The recording of an employment interview of a company president with a prospective executive secretary was played to several groups. One group con-

sisted of top executives, one of personnel people, one of college students, and another of miscellaneous professional and supervisory people. Each person was asked to check 5 items giving his impression of the applicant. There was a wide range of reactions to all of the items, with about as many neutral or unfavorable as favorable. On the whole, the impressions of the personnel people did not differ from those of the other groups. It was concluded that to avoid bias as a basis of selection, the criterion should be determined beforehand and the interview planned with specific items to be judged depending upon the job description.—(M. B. Mitchell).

3369. **Wormer, Edward. Opdrachtgever, proefpersoon en psycholoog; verwachtingen, spanningen en werkelijkheid.** (Referring agency, test subject and psychologist; expectations, tensions and reality.) *Psychol. Achtergr.*, 1953, No. 20, 89-100.—A discussion of the attitudes and expectations of persons referred for psychological testing at an agency for personnel selection. Before testing, some persons expect a sort of examination, others merely a study of their aptitudes. Some tension is present in all, but not to the extent of adversely influencing the test results. On being asked, after testing, for an evaluation of the procedures 20% of the subjects stated that their initial apprehensions had been unwarranted, 12.4% felt that the projective techniques had been difficult or unpleasant. 10% thought all studies had aimed at reaction time and attention! 16% were able to give an objective and correct estimate.—(P. W. Pruyser).

(See also abstracts 1844, 1846, 1884, 2356)

Labor-Management Relations

3370. **Association of National Advertisers, Inc. The measured effectiveness of employee publications; the readership, penetration and readability of seven leading employee publications.** New York: Author, 1953. 109 p.—The objectives of the studies reported here were to determine (1) employee acceptance of the publications; (2) readership of the different features which appeared in the publications; (3) readership of material on economic and political subjects; (4) employee attitudes towards private vs. government ownership and management of business; and (5) readability. The skeleton questionnaire used in 1800 employee interviews is reproduced.—(A. J. Sprow).

3371. **Baehr, Melany E.** (U. Chicago, Ill.) **A simplified procedure for the measurement of employee attitudes.** *J. appl. Psychol.*, 1953, **37**, 163-167.—64 descriptive items, making up an employee attitude inventory, were treated in 6 ways to compare scores obtained from progressively increasing complexity in arrangement of items, scaling, and scoring. Results showed that almost identical profiles were obtained from randomized and categorized items; from five-point and three-point scales; and from unweighted and weighted responses. Interpretation of scores was substantially the same for all procedures so it was concluded that the simplest procedure was to be used. —(H. W. Daniels).

3372. **Beall, Paul R. How well do you pass the word along?** *Advanced Mgmt*, **18**(7), 13-16; 34. —"When a word is assigned the same meaning in both places, the speaker and hearer or writer and reader successfully communicate with each other." To be effective, communications must relate to the satisfaction of needs, they must be sincere and open, they must be an action process, and they must follow the selection and use of appropriate channels.—(H. Moore).

3373. **Briggs, Leslie J., & Roe, Robert M.** (Technical Training Res. Lab., Chanute AFB, Ill.) **Morale as a function of opportunity to register complaints.** *USAF Hum. Resour. Res. Cent. Tech. Rep.*, 1953, No. 53-4, iv, 7 p.—One squadron of airmen was encouraged to voice its suggestions and complaints; another squadron was discouraged from this kind of activity; a third squadron served as a control. All three squadrons showed a decrease in morale scores over a six-week period, but the decrease for the "encouraged" group was the smallest.—(A. Chapanis).

3374. **Davis, George F.** (Ohio U., Athens.) **The open-door policy in operation: a case study.** *Personnel*, 1953, **29**, 507-510.—The W. T. Grant employee council program, modeled after the McCormick multiple management system, is intended to provide both store managers and subordinate employees an opportunity to make recommendations and suggestions about company business directly to the firm's executives, for whom consideration of council requests is mandatory. Although the present program is still limited in scope, future plans are to provide for the representation of a greater number of employees and, possibly, to enable councils to participate in the selection and development of executive personnel. —(D. G. Livingston).

3375. **Diebold, John T. Organisation scientifique et relations humaines.** (Scientific organization and human relationships.) *Travail et Méthodes*, 1953, No. 63, 30-33.—Extract from an article in *Advanced Management* (see **27**: 4643). The followers and disciples of Taylor are often less successful than he because they are only interested in scientific organization, and not in the importance of human relationships of which Taylor was aware.—(E. Katz).

3376. **Fleishman, Edwin A.** (HRRC, Lackland AFB, Tex.) **Leadership climate, human relations training, and supervisory behavior.** *Personnel Psychol.*, 1953, **6**, 205-222.—A leadership training course for foremen in an industrial setting was evaluated, measures of leadership behavior as well as leadership attitudes were obtained, and the effects of such training were evaluated with respect to the kinds of "leadership climates" in the work situation to which the foremen returned. Findings indicate that such courses may produce unanticipated results when the foremen return to the industrial environment, the "back-in-the-plant" leadership climate being an important variable. Leadership is seen as an attempt at social change, and the purpose of leadership training is to produce a lasting change in behavior, the effective accomplishment of which in individual behavior involves some reorganization of the social environment.—(A. S. Thompson).

3377. **Guion, Robert M.** (Purdue U., Lafayette, Ind.) **The employee load of first line supervisors.** *Personnel Psychol.*, 1953, **6**, 223-244.—The study undertook to determine the factors related to varying sizes of employee loads and to devise a means of describing a "normal" load. Data on 910 first line

supervisors in 98 companies were examined. Eleven variables were identified as significantly related to number of employees supervised. The variables were subdivided into 37 categories and an "adjustment factor" determined for each. A general average of 29 employees was set and the adjustment factors added or subtracted therefrom to furnish a preliminary estimate of the average employee load of supervisors whose jobs are classified alike. A conversion table is furnished for corrected estimates. A discussion of statistical techniques used in the study is added. —(A. S. Thompson).

3378. **Jennings, Eugene Emerson.** (U. Pennsylvania, Philadelphia.) **Advantages of forced leadership training.** *Personnel J.*, 1953, **32**, 7-9.—The Forced Leadership method of training foremen gives practically every foreman some experience in leadership. In addition it gives all the foremen experience in working together and an opportunity to really experience democratic leadership. It puts foremen of more equal abilities and leadership experience together, so that the less experienced foreman has more opportunity to emerge as a leader and the more experienced foreman is encouraged to further develop his leadership abilities.—(M. B. Mitchell).

3379. **Jennings, Eugene Emerson.** (U. Pennsylvania, Philadelphia.) **Attitude training vs. technique training.** *Personnel J.*, 1953, **31**, 402-404. —Foremen training which stresses techniques without the proper attitudes for understanding the workers, frequently fails to improve their performance. Attitude training should, therefore, be stressed in training foremen to apply the techniques of handling workers.—(M. B. Mitchell).

3380. **Lawshe, C. H. Psychology of industrial relations.** New York: McGraw-Hill, 1953. vii, 350 p. $5.50.—This book is directed to supervisors and managers in industry who have not had formal training in psychology and who are not familiar with the technical terminology employed in industrial psychology. Topics discussed in the 15 chapters include: human behavior; employee placement, training, supervision, complaints, counseling, and efficiency; wage administration; employee and group relations. The theme of the book is that "a greater awareness of and concentration on human problems in industry by management and supervision is the most fruitful approach to greater productivity today."—(S. G. Dulsky).

3381. **Lawshe, C. H., & Nagle, Bryant F.** (Purdue U., Lafayette, Ind.) **Productivity and attitude toward supervisor.** *J. appl. Psychol.*, 1953, **37**, 159-162. —A measure of relative productivity obtained from paired comparison ratings by executives was used as a criterion in relating attitude toward supervisor, as measured by 22 items from a questionnaire, to productivity of work groups. The correlation was .86. —(H. W. Daniels).

3382. **McMurry, R. N. Empathy: management's greatest need.** *Advanced Mgmt*, 1953, **18**(7), 6-11; 34.—Empathy is defined as the capacity to put oneself in the place of another and respond as he does. Many of the frictions and conflicts plaguing industry are due to managers who are insensitive to the needs, problems and anxieties of the people they supervise. Industrial peace is enhanced when supervisors and executives improve their handling of interpersonal relationships—empathy is one of the prime essentials for displaying proper attitudes; it is an essential attribute of salesmen and leaders. The degree to which it is practised at the different management levels can best be estimated by means of the attitude questionnaire, designed to give judgments of one level's opinion of the attitude of the other levels.—(H. Moore).

3383. **Nelson, Paul B., Jr.** (Infantry Sch., Fort Benning, Ga.) **The morale of the individual soldier.** *Milit. Rev., Ft. Leavenworth*, 1953, **33**(3), 43-47. —The author prefers the phrase "job satisfaction" to "morale" because he considers the latter poorly defined and more specifically applicable to groups than to the individual. He discusses 6 general factors involved in the military man's job satisfaction. These are: (1) the effect of unpleasant situational pressures on his outlook toward his job; (2) the degree to which he is able to satisfy his social strivings and prestige aspirations; (3) the degree to which his abilities and personality fit the job requirements; (4) the economic and psychological security supplied by the job; (5) extent and ease of group identification; and (6) his adjustment to his fellow soldiers. The Commander's responsibility in establishing job satisfaction for his personnel is also emphasized.—(M. A. Seidenfeld).

3384. **Stagner, Ross; Flebbe, D. R., & Wood, E. V.** (U. Illinois, Urbana.) **Working on the railroad; a study of job satisfaction.** *Univ. Ill. Bull.*, 1953, **50**(56), 293-306. (Reprint ser. no. 19.)—Reprinted from *Personnel Psychol.*, (see **27**: 6821).

3385. **Tiffin, Joseph, & Phelan, R. F.** (Purdue U., Lafayette, Ind.) **Use of the Kuder Preference Record to predict turnover in an industrial plant.** *Personnel Psychol.*, 1953, **6**, 195-204.—The Kuder Preference Record (Vocational Form C-H) was administered over a 14 month period to some 1800 males applying for hourly paid jobs at a mid-western metal parts factory. A hold out group was used for purposes of cross-validation. A tenure scale or "turn-over" key was developed based on those items tending to discriminate between long and short tenure workers. An alternate technique was the development of a method for the prediction of tenure based on the test's subscores by means of a regression equation. Both techniques yielded approximately the same results in their ability to discriminate between long and short term employees when applied to a hold-out group.—(A. S. Thompson).

3386. **Van Zelst, Raymond H., & Kerr, Willard A.** (Illinois Institute of Technology, Chicago.) **Workers' attitudes toward merit rating.** *Personnel Psychol.*, 1953, **6**, 159-172.—Attitudes of workers toward merit ratings were surveyed through representative samples of the total work force of 14 firms in 11 states by means of a questionnaire of 16 background and criterion items and 10 opinion items. The responses of 340 personnel were analyzed by means of percentages, correlation techniques and factor analysis techniques. The typical respondent expressed restricted confidence in merit rating and the belief that rating benefits only the company, but patterns of favorable attitude were found when "your rating discussed with and explained to you"

and "belief in the right to appeal rating" were parts of the pattern.—(A. S. Thompson).

(See also abstracts 2383, 3065)

INDUSTRIAL AND OTHER APPLICATIONS

3387. **Akavya, Uriel. P'rakim hipsihologia shimushit.** (Chapters on applied psychology.) Jerusalem: Youth Department of the Jewish Agency, 1953. 90 p.—In a popular and descriptive manner there are explained for youth leaders: The sociological background of applied sociology to-day, psychology of labour, "the right man on the right place," modern testology, vocational guidance, psychology and education, contemporary trends in psychotherapy, and study of public opinion. Several practical psychological suggestions are given to youth leaders, especially as to leadership.—(H. Ormian).

Industry

3388. **Bair, John T., & Hollander, Edwin P. The significance of attitudes toward peers in discriminating between Naval Aviation Cadets of "high" and "low" motivation.** *U.S. Naval Sch. Aviat. Med. Res. Rep.*, 1952, Proj. No. NM 001 058.05.04, 8, ix p.—This investigation reports the significance of attitudes toward peers that differentiated between cadets of "high" and "low" motivation. Both groups were required to complete an open-ended questionnaire which instructed that they evaluate anonymously the characteristics of their "best" and "worst" fellow cadets. The results revealed that the "high" motivation group appraised personal and social factors of their fellow cadets with significantly greater frequency. In contrast, the "low" motivation group described academic values more frequently. Implications for a counseling program are included.

3389. **Bolt, Richard H.** (Mass. Inst. Tech., Cambridge.) **The aircraft noise problem.** *J. acoust. Soc. Amer.*, 1953, **25**, 363–366.—This is the introductory paper to a symposium on aircraft noise. It considers the problem as a system problem involving individual components. These components each considered individually, and the interrelationships are discussed in a general manner to provide a framework for the symposium.—(I. Pollack).

3390. **Bouteloup, Pierre. Lunettes et écrans antidaltoniens.** (Eyeglasses with antidaltonian filters.) *C. R. Acad. Sci. Paris*, 1953, **236**, 632–633.—The suggestion is made that red-green confusers learn to recognize traffic signals by training with glasses having horizontal strips of a red, a neutral, and a green filter. In this way red and green signal lights can be distinguished as light or dark depending on whether they are viewed through the red or the green filter. A comparison can also be made with the normal daltonian appearance by viewing the same signals through the neutral filter.—(R. W. Burnham).

3391. **Buckley, Barbara Beach; Hanes, Randall M., & Deese, James.** (Johns Hopkins U., Baltimore, Md.) **Search area and target detectability on a PPI cathode-ray tube.** *USAF, Wright Air Develpm. Cent. Tech. Rep.*, 1953, No. 52-303, iii, 12 p.—"The present experiments investigated the effect upon detection thresholds of small signals on a 7-in. PPI radar scope of viewing only a portion of the scope rather than the whole scope.... Two methods of dividing the scope were used. In one method the observer viewed either the right or left sector. In the other method the observer viewed the outer or inner portions (dividing the radius in half). Thresholds for detection of small targets under these conditions were compared with thresholds obtained with search of the whole scope." Results indicate "that only when the unused portion of the scope is masked off is search of part of the scope better than search of the whole scope."

3392. **Canfield, A. A.,** (Wayne U., Detroit, Mich.), **Comrey, A. L., & Wilson, R. C. The influence of increased positive g on reaching movements.** *J. appl. Psychol.*, 1953, **37**, 230–235.—4 groups of 12 subjects each were subjected to three different conditions: 1g, 3g and 5g, using the human centrifuge located at the University of California. Each subject was required to reach from a timer switch 19" away to a target 5" square in each of 4 positions, up, down, left, and right. Touching the target produced a puncture on a polar coordinate sheet. Results showed that speed and accuracy are impaired at increased g levels, and that kinesthetic cues governing the arm thrust are inadequate. Two kinds of errors are found: negative inertia error and error of downward tendency. The results are discussed in terms of their implications for location of controls in aircraft.—(H. W. Daniels).

3393. **Clark, Brant; Nicholson, Marjorie A., & Graybiel, Ashton. Fascination: a cause of pilot error.** *U. S. Naval Sch. Aviat. Med. Res. Rep.*, 1953, Proj. No. NM 001 059.01.35, 13 p.—This report enlarges the definition of "fascination" and determines some of the various types as it occurs in Naval Flight Students. 25 flight instructors were interviewed and a questionnaire was administered to 502 flight students who were assured it was for research purposes only. Two major types of fascination were identified, and several suggestions to reduce this flying hazard are included.

3394. **Crow, Richard R. Group training in higher management development.** *Personnel*, 1953, **29**, 457–460.—Some skills, knowledge, and attitudes required by higher management men seemingly can best be acquired through group training, while others can be left to individual instruction and practice. The when and how of using group training in preference to individual instruction for higher management development are discussed by the presentation of guides for the identification of individual and organizational training needs and criteria for the selection of the most appropriate training techniques to meet these needs.—(D. G. Livingston).

3395. **Crumley, Lloyd M.** (Aero. Med. Equip. Lab., Nav. Air Exp. Sta., Philadelphia, Penn.) **An evaluation of the relative manipulability of simple toggle switches, Cutler-Hammer Lock-Lever toggle switches and toggle-switch, switch-guard combinations.** *U. S. Naval Air Exp. Sta. Rep.*, 1953, TED No. NAM EL-609, Part 7, 18 p.—Manipulability was compared for a simple toggle switch, a toggle switch-switch guard combination, and a Cutler Hammer Lock-Lever type of toggle switch. Contact time of gloved hand with the switch or guard was taken as the criterion of manipulability. The Lock-Lever type switch required more manipulation time than the simple toggle switch, but less than the toggle switch-switch guard combination. Manipulation time was also found to de-

crease with practice, and with increase in illumination level.—(W. F. Grether).

3396. **Davidson, Hugh R.** (General Aniline and Film Corp., Easton, Pa.), & **Friede, Elaine. The size of acceptable color differences.** *J. opt. Soc. Amer.*, 1953, **43**, 581-589.—A study of matching dyed wool samples under practical industrial conditions. The results are in general agreement with data of MacAdam on noticeability of color differences.—(L. A. Riggs).

3397. **Deaglio, R., & Garelli, C. M. Glare and visibility during the approach of automobiles.** *Rev. Opt. (theor. instrum.)*, 1951, **30**, 517-532.—The general problem of visibility under glare conditions is reviewed, and the importance of perception time is emphasized. From the available data, the effect on visibility of glare from oncoming car headlights is calculated by determining distance between approaching vehicles.—(Courtesy of *Kodak Mon. Abstr. Bull.*)

3398. **Fattu, Nicholas A., & Mech, E. Victor.** (Indiana U., Bloomington, Ind.) **Interruption: its effect upon performance in a "troubleshooting" situation.** *J. Psychol.*, 1953, **36**, 153-163.—This is a laboratory attempt to simulate a maintenance (troubleshooting) situation where one is constantly interrupted. A gear-train was set up to malfunction in three ways: a gear not meshing, a gear slipping due to set screw being removed, and a damaged gear tooth. 27 female S's were divided into three groups: control, interrupted during troubleshooting, interrupted after defect was located. Interruption was in the form of asking for a verbal explanation of the defect. No differential effects were found that could be attributed to interruption or completion.—(R. W. Husband).

3399. **Finch, D. M.** (U. California, Berkeley.) **Basic quantities and concepts in illuminating engineering.** *Illum. Engng, N. Y.*, 1953, **48**, 375-382.—An exposition of the basic radiometric and photometric quantities. Concepts are stated, fundamental relationships derived and recommendations made concerning the definition and application of terms used in officially adopted nomenclatures.—(G. Westheimer).

3400. **Frank, E. A. Analysis of absenteeism data.** *Bull. Nat. Inst. pers. Res., Johannesburg*, 1952, **4**, 110-122.—The absence records of 21 "European shift-workers" in a large South African industrial corporation over an 8-year period were studied, using the mathematical model developed by Arbous and Sichel. Mathematical assumptions were that absences of a group during a single period would follow a univariate negative binomial distribution, and that absences of a group of individuals in two distinct periods would follow a symmetrical bivariate negative binomial distribution. Further studies after proof of the usefulness of the Arbous-Sichel technique showed that absence offenders could be predicted on the basis of previous absence records with a high degree of accuracy.—(B. Sless).

3401. **Gerathewohl, S. J.** (USAF Sch. Aviat. Med., Randolph Field, Tex.) **Conspicuity of steady and flashing light signals: variation of contrast.** *J. opt. Soc. Amer.*, 1953, **43**, 567-571.—Intermittent light signals are known to be less effective than steady signals of the same on-phase intensity when judged in terms of (a) absolute threshold or (b) apparent brightness. "The present study compares steady and flashing light signals with respect to conspicuity, defined as the speed of response to a signal above threshold. For large signal contrasts the conspicuity of steady and flashing signals is approximately equal. For small contrasts the conspicuity of flashing signals is considerably greater. These results suggest that flashing rather than steady signals be used for warning purposes."—(L. A. Riggs).

3402. **Gerathewohl, Siegfried J.** (USAF School of Aviation Medicine, Randolph Field, Tex.) **Investigation of perceptual factors involved in the interpretation of PPI-scope presentations: form discrimination under conditions of heavy video-noise.** *USAF Sch. Aviat. Med. Proj. Rep.*, 1953, Proj. No. 21-1205-0004, Rep. No. 1, iii, 5 p.—Experiments on target discriminability were made on the AN/APS-15 radar PPI. Targets of four different shapes were presented at simulated distances of 10, 20, and 50 miles under conditions of heavy noise. While significant differences in discriminability between the targets were found, they were but slightly influenced by target orientation and position. Noise not only decreased over-all visibility but also changed the apparent shape of the targets.

3403. **Goldstein, Mymon, & Rittenhouse, Carl H.** (Armament Systems Train. Res. Lab., Lowry AFB, Colo.) **The effects of practice with triggering omitted on performance of the total pedestal sight gunnery task.** *USAF Hum. Resour. Res. Cent. Tech. Rep.*, 1953, No. 53-9, iii, 12 p.—This study is concerned with the omission of triggering during early stages of practice on the Pedestal Sight Manipulation Test and its effect on subsequent performance of the complete task. The results show that the omission or inclusion of the triggering task made little difference with respect to performance on the whole task at the end of training.—(A. Chapanis).

3404. **Hollander, Edwin P. An investigation of the relationship between academic performance in preflight and ultimate success or failure in Basic Flight Training.** *U.S. Naval Sch. Aviat. Med. Res. Rep.*, 1952, Proj. No. NM 001 058.17.01, 7 p.—The fundamental question to be answered by the study was to what extent is performance in Pre-Flight academic subjects an indicator of future performance in flight training? The findings of this investigation may be summarized as follows: (1) Cadets with academic deficiency in Pre-Flight had a failure and withdrawal rate in Basic Flight Training more than two times as great as that among cadets with no academic deficiency in Pre-Flight. (2) Certain current Pre-Flight subjects were found to correlate at a high level of significance with the pass-fail criterion from Basic Flight Training. (3) Taken together, the final grades in Pre-Flight academic subjects gave a multiple correlation with flight performance of .60.

3405. **Hollander, Edwin P., & Bair, John T. Pretraining attitudes toward authority-figures as predictors of inadequate motivation among naval aviation cadets.** *U.S. Naval Sch. Aviat. Med. Res. Rep.*, 1952, Proj. No. NM 001 058.05.05, 5, iv p.—This report evaluates the predictive significance of pre-training attitudes toward authority-figures. Cadets just entering the program were required to complete an open-ended questionnaire in which they were asked to describe their "best" and "worst" high school or college instructor. An analysis of their responses

revealed that cadets who remained in the program for the eight month time span of this study described interpersonal relationships with their instructors more frequently, whereas, the cadets who withdrew voluntarily evaluated teaching techniques with significantly greater frequency.

3406. **Hollander, Edwin P., & Bair, John T. The significance of attitudes toward authority-figures in discriminating between Naval Aviation Cadets of "high" and "low" motivation.** *US Naval Sch. Aviat. Med. Res. Rep.*, 1952, Proj. No. NM 001 058.05.03, 12, iii p.—This report evaluates attitudes toward authority-figures that discriminated between Naval Aviation Cadets of "high" and "low" motivation. Both groups were required to complete anonymously an open-ended questionnaire form that instructed them to describe a sample of behavior characteristic of their "best" and "worst" instructors. Content analyses were undertaken and frequencies for each content category were determined for both groups. The results revealed that cadets of "high" motivation tended to place more value on the interpersonal relationships with their officer-instructors, whereas, the "low" group stressed competence of their instructor in his role of teacher. 15 references.

3407. **Kalla, M. P.** (Tata Inst. Soc. Sci., Bombay, India.) **Human factor in industrial accidents.** *Indian J. soc. Wk*, 1953, **13**, 225–236.—100 minor accidents in the Tata Textile Mills were studied by means of a two-part questionnaire for supervisory staff and for workers. The accidents are analyzed by shift, department, working conditions, age range, and worker experience. The "human factor" is explored by accident analyses in relation to workers' mental conditions, job habits, attitudes toward the work and toward supervisory staff, and to non-occupational anxieties of workers.—(R. Schaef).

3408. **Kamat, V. V. Psychology of everyday use.** *J. Educ. Psychol., Baroda*, 1953, **11** (1), 5–14.—Dr. Kamat's thesis is this: knowledge of scientific psychology helps us to understand man—individually and socially. Therefore, more time should be devoted to its study. Dr. Kamat then briefly discusses some of the most useful applications of psychology in the areas of mental testing (in which he discusses the growth of intelligence) aptitude testing, vocational guidance, industry and medicine.—(C. Schmehl).

3409. **Lanham, Elizabeth.** (U. Texas, Austin.) **Policies and practices in job evaluation: a survey.** *Personnel*, 1953, **29**, 492–499.—17 aircraft companies, all but one of which rated their job evaluation programs as "satisfactory" or better, were the subjects of a survey designed to describe not only the extent of utilization of this management technique but also the specific procedures and practices followed. The data are presented in six areas: history of job evaluation in the industry, methods of securing employee cooperation, types of plans used, organization and conduct of the installation, measures taken to insure company acceptance of the program, and procedures followed in maintaining the program. "The conclusion can be drawn that job evaluation is considered worthwhile in the companies surveyed and that their programs will continue to operate."—(D. G. Livingston).

3410. **Latzer, Paul J.** (Rider Coll., Trenton, N. J.) **The new time study program: how to put it over.** *Personnel*, 1953, **29**, 476–479.—"If the industrial relations director is conscious of the fact that time and motion study is not entirely an exact science but involves considerable elements of personal judgment, if he realizes that it is, at best, not a pleasant procedure for rank-and-file employees, and if he knows that tact, instruction, patience, and above all an atmosphere of trust, are essential, then the program will go forward..." The steps and precautions necessary to the introduction of a time study program are discussed in the light of these understandings. —(D. G. Livingston).

3411. **Lifson, Kalman A.** (Occupational Research Center, Lafayette, Ind.) **Errors in time-study judgments of industrial work pace.** *Psychol. Monogr.*, 1953, **67** (5), (No. 355), 14 p.—An investigation of the errors occurring in time-study ratings of work pace. Motion pictures taken of 5 workers performing 4 selected jobs at 5 different paces were each rated by time-study experts. The results obtained indicate considerable variance in error of pace rating, consistency, reliability, bias relative to fast and slow paced workers, in ratings on different kinds of jobs and numerous other factors. Workers' judgments were in some instances found to be more reliable than the time-study experts', although a correlation of .46 was found between workers' judgments and the experts'. In general, the study brings out the nature of the errors in time-study pace ratings and suggests possible remedies.—(M. A. Seidenfeld).

3412. **McFarland, Ross A.** (Harvard U., Cambridge, Mass.) **Human factors in air transportation: occupational health and safety.** New York: McGraw-Hill, 1953. xv, 830 p. $13.00.—This textbook is concerned with problems of aviation medicine broadly defined. Each of the 17 chapters reviews and analyzes research and operating literature on human problems in air transportation. These topics include the nature of airline operations, psychological and physical selection, and training of air crew members, health and efficiency of airmen (including health examinations, physical and psychological fitness, fatigue, and aging), selection and health of ground crews, accidents and safety in ground and air operations, sanitation and health in airline operations, care and contentment of passengers, transportation of patients, and the organization of medical services in air transportation. Selected bibliographies for each chapter total over 1200 references.—(C. M. Louttit).

3413. **McKennell, C., Harper, Roland, & Onions, W. J. Psychological problems in the assessment of quality in wool.** *Bull. Brit. psychol. Soc.*, 1953, **20** (Inset), 9.—Abstract.

3414. **Miller, Robert B.** (Amer. Institute for Res., Pittsburgh, Pa.) **Anticipating tomorrow's maintenance job.** *USAF Hum. Resour. Res. Cent., Res. Rev.*, 1953, No. 53-1, v, 21 p.—"This review describes progress to date in a program of research directed toward developing procedures by means of which maintenance requirements of new equipment can be specified prior to introduction of the equipment into operational use."—(A. Chapanis).

3415. **Monjauze, R., Pias, F., Verdeaux, G., Verdeaux, J., Bourdinaud, J., Missenard, A., & Le-Febvre, R. Clinical research on the subject of a test on aviator's fatigue.** *J. Aviat. Med.*, 1953, **24**, 143–145.—This is a brief description of extensive re-

search done on navigators at rest and following a long flight. Three kinds of tests were administered: (1) cardiovascular reactions during voluntary apnea after forced expiration, (2) EEGs under photic driving, and (3) some simple psychological tests. Effects on fatigue were detected on all types of tests.—(A. Chapanis).

3416. **Murray, John E.** (Dunlap and Associates, Stamford, Conn.) **An evaluation of two experimental charts as navigational aids to jet pilots.** *J. appl. Psychol.*, 1953, **37**, 218–222.—3 navigational charts were evaluated using data obtained from readability tests, analysis of test items and pilot preferences. The two experimental charts were shown on these bases to be superior in presenting information for cross-country flying, and, on an over-all basis, these two were not statistically different from each other. Several specific items from each experimental chart were shown to be more effective as navigational aids. —(H. W. Daniels).

3417. **Pestrecov, K.** (Boston U., Mass.) **Visual tasks in aerial mapping with multiplex equipment.** *Amer. J. Optom.*, 1953, **30**, 366–373.—Describes the processes and instruments used in aerial mapping. Visual requirements of the operator who produces the map manuscript from the projected image include acuity, color discrimination, coordination between visual impression and hand movements. The final qualification is ability to measure the height of a stereo-image point to within 0.004″. Some psychological factors are mentioned; also that it has been found advantageous to incorporate a −0.25 D. lens in the green of the red-green spectacles to compensate for differing demands upon accommodation in the two eyes of the operator.—(M. R. Stoll).

3418. **Poe, Arthur C., Maag, Clinton H., & Johnson, Woodbury. A study of the effect of omission of radio flight training during stage D upon later basic instrument flight proficiency.** *U.S. Naval Sch. Aviat. Med. Res. Rep.*, 1952, Proj. No. NM 001 058.23.01, 8 p.—The omission of five radio procedure instructional flights from Stage D resulted in students who possess lower proficiency and greater diversity of proficiency in basic instrument flight procedures than students who complete the full syllabus.

3419. **Pollack, Irwin.** (Hum. Factors Oper. Res. Labs., Washington, D. C.) **The information of elementary auditory displays II.** *J. acoust. Soc. Amer.*, 1953, **25**, 765–769.—Three attempts to increase the information transmission with elementary auditory displays are discussed. The most promising of these is increasing the "dimensionality" of the display, i.e., the number of independently varying stimulus aspects of the display. An appendix considers W. J. McGill's treatment of multivariate information transmission as an analytic tool for multi-dimension auditory displays.—(I. Pollack).

3420. **Pons, A. L. Statistical quality control techniques as applied to absenteeism data.** *Bull. Nat. Inst. pers. Res., Johannesburg*, 1952, **4**, 123–139. —Since absenteeism among factory workers in a large South African manufacturing firm was found to follow a Poisson frequency distribution, probabilities for future absences were plotted along the control lines typical of statistical quality control techniques used in checking product quality levels. Necessity for using job classifications which were truly homogeneous in type of work and work environment proved to be an important finding. Weekly control charts proved unsatisfactory, but daily control charts demonstrated sufficient predictability to prove useful.—(B. Sless).

3421. **Raphael, Winifred. Experiments on the inspection of glass jars in a factory.** *Bull. Brit. psychol. Soc.*, 1953, **20** (Inset), 15.—Abstract.

3422. **Reese, E. P., Reese, T. W., Volkmann, J., & Corbin, H. H. (Eds.) Psychophysical research; summary report 1946–1952.** *USN, Spec. Dev. Cent. Tech. Rep.*, 1953, SDC-131-1-5, xi, 194 p.—A summary of all research concluded in 6 years by the Psychophysical Research Unit covers over 70 experiments in visual discrimination. Dealing with such topics as estimating bearing and number of targets, as well as coding of controls, it is offered primarily to the military psychologist. Some results are seen as having immediate military application, some general application, and others are viewed as of significance for basic research.—(R. Tyson).

3423. **Rupe, Jesse C.** (Chanute AFB, Ill.) **Research into basic methods and techniques of Air Force job analysis—I.** *USAF Hum. Resour. Res. Cent., Tech. Rep.*, 1952, No. 52-16, vii, 68 p.— Five techniques of job analysis were applied to four representative Air Force jobs. The methods of job analysis are: questionnaire-survey, group interview, individual interview, observation interview, and technical conference. The adequacy of the methods was evaluated in terms of the coverage of job elements based on the judgments of experts. The questionnaire-survey and group interview methods provided less information about job elements than did the other three procedures. Although the latter three techniques provided about the same amount of pertinent job information, the individual interview method was most economical in terms of the time required of high level personnel.—(A. Chapanis).

3424. **Ryan, T. A., Bitterman, M. E., & Cottrell, C. L.** (Cornell U., Ithaca, N. Y.) **Relation of critical fusion frequency to fatigue in reading.** *Illum. Engng, N. Y.*, 1953, **48**, 385–391.—C.F.F. measurements were obtained on several subjects at different target and surround brightnesses, under varying adaptation conditions and with varying base levels and rates of increase of flashing. The C.F.F. was found to vary with all these factors. A study of the effect of prolonged visual work (3.5 hours of reading) on the C.F.F. under three levels of illumination showed small changes, both decreases and increases. The addition of a glare source close to the reading matter did not significantly affect the results.—(G. Westheimer).

3425. **Soar, Robert Stephen. Height-width proportion and stroke-width in numeral visibility.** *Dissertation Abstr.*, 1953, **13**, 259.—Abstract of Ph.D. thesis, 1952, U. Minnesota. Microfilm of complete manuscript, 129 p., $1.61, University Microfilms, Ann Arbor, Mich., Publ. No. 4882.

3426. **Stauffer, Floyd R.** (U.S. Naval Sch. Aviat. Med., Naval Air Sta., Pensacola, Fla.) **Acceleration problems of naval air training. I. Normal variations in tolerance to positive radial acceleration.** *J. Aviat. Med.*, 1953, **24**, 167–188.—Data on 215 subjects show that (1) normal variations in tolerances to certain positive G stresses are large, (2) the tolerance of the average population is fairly low, (3) tolerance fluctuations under "normal" conditions are

fairly large, and (4) critical symptoms (blackout and unconsciousness) are separated in the average individual by only small G-levels, and short time intervals.—(A. Chapanis).

3427. **Stump, N. Franklin.** (Bausch & Lomb Optical Co., Rochester, N. Y.) **Research in occupational seeing.** *Amer. J. Optom.*, 1953, **30**, 294-307.—Reports consolidated data from 35 industrial studies. Workers were divided into high-low groups according to different criteria suggested by management. Percentage differences in performance are given for these two groups as rated on the Ortho-rater. Some data are also reported comparing Ortho-rater performance before and after visual correction.—(M. R. Stoll).

3428. **Tolhurst, Gilbert C., & Morrill, Scott N. Flight deck noise-exclusion personnel helmet (FDPH) evaluation.** *U. S. Naval Sch. Aviat. Med. Res. Rep.*, 1953, Proj. No. NM 001 064.01.16, (Rep. No. 16), 7 p.—8 FDP Helmets were evaluated as to their noise attenuation characteristics under 3 sound conditions. The "ear" in the sound fields was a calibrated miniature condenser microphone positioned in a cast plaster dummy head with the opening to its right ear the size and length of an external ear canal with the microphone diaphragm in the position of the tympanic membrane. (1) None of the helmets attenuated sound below 500 cps. (2) The 8 helmets were ranked as to their relative attenuation properties with the helmet having the greatest mass as the better. (3) Occluding the ear canal by a standard ear warden (V-51R) appears to offer greater acoustic protection than any of the helmets.

3429. **Tousey, R., & Koomen, M. J.** (Naval Research Lab., Washington, D. C.) **The visibility of stars and planets during twilight.** *J. opt. Soc. Amer.*, 1953, **43**, 177-183.—Sky brightness data and point source visibility data were used to construct charts for the seeing of celestial objects during twilight. Under favorable conditions Venus may be seen even during daylight hours, and a few others may be seen with the sun showing over the horizon. Practically all navigational stars may be seen during the darker half of the twilight period.—(L. A. Riggs).

3430. **Vasilas, James N., Fitzpatrick, Robert; Dubois, Philip H., & Youtz, Richard P.** (American Institute for Research, Pittsburgh, Pa.) **Human factors in near accidents.** *USAF Sch. Aviat. Med. Proj. Rep.*, 1953, Proj. No. 21-1207-0001, (Rep. No. 1), iv, 65 p.—Standardized interview procedures were adapted to the collection of some 1,700 reports of psychological error involved in near accidents, or "close calls," in military aircraft. Methods of collecting reports were evaluated. A classification system based upon (a) type of aircraft, (b) aircrew job, and (c) phase of flight was developed. Effective and ineffective behaviors were analyzed. There is evidence that the so-called pilot error component of accidents is much larger than heretofore believed.

3431. **Wilcoxon, Hardy C., Johnson, Woodbury, & Golan, David L. The development and tryout of objective check flights in pre-solo and basic instrument stages of Naval Air Training.** *U.S. Naval Sch. Aviat. Med. Res. Rep.*, 1952, Proj. No. NM 001 058.24.01, iii, 61 p.—Objective check flight booklets were developed and tried out in pre-solo and basic instrument stages of Naval Air Training. Reliability coefficients were computed from successive independent check rides on 100 students graded by the existing check flight forms, and 100 students graded by the experimental check flight forms. No increase in ride-ride reliability of the check flights was found through objective grading of the standard check flight content.

3432. **Williams, Sidney J. Accident-prone driver.** *Publ. Safety*, 1953, **42** (3), 14.—The author has attempted to set forth what is known or generally believed on the subject, and has clarified terms used in the discussions. Causes of accidents in which "accident repeaters" figure, their characteristics or deficiencies, and the author's conclusions are given. Conclusions refute some misconceptions and offer suggestions for promoting greater highway safety. —(Courtesy of *Bull. Curr. Lit... Handicapped.*)

(See also abstracts 1839, 2022, 2079, 2378, 2535, 3320)

Business & Commerce

3433. **Husband, Richard W.** (Iowa State Coll., Ames.) **The psychology of successful selling.** New York: Harper, 1953. x, 306 p. $3.95.—This presentation of the psychology of the interpersonal relationships involved in successful selling is illustrated with practical examples. Following a consideration of the need for better salesmanship and a definition of genuine salesmanship, sales tactics are discussed in 15 chapters. A chapter on salesman selection is followed by practical hints on sizing yourself up and improving your sales personality. The customer's side is considered in a chapter on good will leads to steady business. The final chapter contains a self-examination for the ambitious salesman.—(A. J. Sprow).

3434. **Politz, Alfred.** (270 Park Ave., New York.) **Questionnaire validity through the opinion-forming question.** *J. Psychol.*, 1953, **36**, 11-15.—The author claims that contrary to the expressed opinion often heard, an unbiased question in a consumer survey is invalid, because the respondent may not know all the facts, may not have formed definite opinions, and conditions duplicating those facing a potential customer will not be present. Consumers may have expressed what they believed to be true, but do not behave in actual purchasing in agreement with their stated preferences. So, both opinion-influencing questions and ones which avoid influence are needed. —(R. W. Husband).

3435. **Rice, Louis A., Sferra, Amedeo G., & Wright, Mary Elizabeth.** (Packard Junior Coll., New York.) **Personality and human relations in business; a textbook in self-management.** New York: Gregg Publishing Division, McGraw-Hill Book Co., 1953. 202 p. $3.50.—A non-technical presentation of facts and principles about "human relations" as applied to business activities. The content draws on many fields. Among the chapters relying chiefly on psychological data are: What is personality?; How your personality is shown; Improve your reading skills; Your interests influence your personality; Intelligent behavior and personality; Your emotions in human relations; and Emotional conflict and adjustment. Bibliography.—(F. Costin).

(See also abstract 1844)

Professions

3436. **Beatman, Frances L.** (Jewish Family Service, New York.) **The selection of a beginning supervisor.** *Soc. Casewk.*, 1953, **34**, 285–292.—Criteria for selection of a supervisor are seen as (1) a basic grounding in casework theory, (2) a demonstration of sound casework practice, (3) a capacity for the "teaching" aspect of supervision, (4) a capacity to be the medium through which a worker learns to help the client and not the direct instrument of client change, and (5) personality characteristics of maturity, security, flexibility, and judgment. The administrator has three media for determining whether an applicant has these basic requirements: (1) past professional training and experience, (2) the personnel interview, and (3) the probationary period. The personnel interview is discussed in some detail.—(L. B. Costin).

3437. **Bergler, Edmund.** (215 Central Park West, New York.) **Writers and ulcers.** *Amer. Imago*, 1953, **10**, 87–92.—Duodenal or stomach ulcers are "in the writing profession the curse of the unproductive writer, the penalty for his unproductive 'oral solution.' Literary productivity seems to represent a safeguard against that psychosomatic disease."—(W. A. Varvel).

3438. **Cameron, D. Ewen. Presidential address: psychiatry and citizenship.** *Amer. J. Psychiat.*, 1953, **110**, 1–9.—In an era of uncertainty, hostility and authoritarianism, the psychiatrist has the duty of maintaining objectivity in the midst of turmoil, patience in seeking a solution, a never-resting determination to help substitute progressive and efficient customs for those that are damaging and ineffective, and strengthening of the individual and of his society.—(N. H. Pronko).

3439. **Ehrenzweig, Albert A.** (U. California, Berkeley.) **Civil liability; a neglected area of psychoanalytical research.** *Amer. Imago*, 1953, **10**, 15–38.—Our insistence upon maintaining the fault principle as the sole or primary basis of all civil liability is deeply rooted in irrational desires. Development "must lie toward the wholesale substitution for tort liability and liability insurance of ... an insurance of losses (bodily injury and property damage) ...." The fault rule with its retributory satisfactions is a "relic of the dark ages of social psychology."—(W. A. Varvel).

3440. **Jones, Margaret Hubbard, Hulbert, Slade F., & Haase, Richard H.** (U. California, Los Angeles.) **A survey of the literature on job analysis of technical positions.** *Personnel Psychol.*, 1953, **6**, 173–194.—Technical jobs, as a group, have received meager attention compared with skilled or professional jobs. This survey was undertaken to study the technical positions supporting scientific and engineering personnel. Lack of uniformity in definition renders the term "technical" useless and points up the difficulty of the task. "The only reasonable conclusion to be drawn from this survey is that analysis of technical jobs has received insufficient attention" and "that considerable emphasis must be placed on skills and knowledge rather than on supervisory factors." 307-item bibliography.—(A. S. Thompson).

3441. **Knapp, Robert H., & Greenbaum, Joseph J.** (Wesleyan U., Middletown, Conn.) **The younger American scholar: his collegiate origins.** Chicago: University of Chicago Press, 1953. xiii, 122 p. $3.00.—Data from over 7000 college graduates in 1946 or later who continued in graduate work and who had received the Ph.D. degree or were awarded a fellowship are analyzed with particular interest in characteristics of the colleges from which they received their undergraduate degrees. Students in the humanities, social sciences, and sciences are included. A productivity index is calculated for some 600 institutions and analyses are made in terms of this index. High productivity indexes are found for liberal arts colleges, smaller sized institutions, institutions with high cost to the student, institutions located in New England and the North Central region, and those with private nondenominational control. Variations are found among rates for the 3 subject areas considered.—(C. M. Louttit).

3442. **Parcheminey, Georges. Le problème des guérisseurs.** (The problem of healers.) *Rev. franç. Psychanal.*, 1952, **16**, 550–556.—Primitive man is characterized by a prelogical mentality, entertaining belief in the irrational and in the magic powers of animate and inanimate powers and investing the shaman with these powers. In civilized man, these beliefs still exist, but on the unconscious level. Hence the success of the non-medical healer, himself not the healer but the catalyst or agent unleashing the unconscious psychic forces of the patient who believes in the healer's all-powerful magic.—(G. Rubin-Rabson).

3443. **Roe, Anne. Analysis of group Rorschachs of psychologists and anthropologists.** *J. proj. Tech.*, 1952, **16**, 212–224.—The data reported here were derived from the administration of the Group Rorschach to 7 faculties in psychology and 5 in anthropology. Previously reported data on physical scientists and biologists are summarized and compared with those obtained from the study of psychologists and anthropologists.—(S. Hutter).

3444. **Rostand, François. Vers une psychanalyse des mathématiques?** (Toward a psychoanalysis of mathematics?) *Rev. franç. Psychanal.*, 1952, **16**, 557–589.—"Mathematism" is an attitude amenable to psychoanalysis, whose principal characteristics can be related to unconscious fixations. Absorption in reasoning, in the search for solutions and in mathematical creativity can be considered a type of behavior whose complexity is due to a particular kind of ego development. Mathematical discovery and the scientific personality of the mathematician lend themselves to precise psychological description. 80-item bibliography.—(G. Rubin-Rabson).

3445. **Schofield, William.** (U. Minnesota, Minneapolis.) **A study of medical students with the MMPI: I. Scale norms and profile patterns.** *J. Psychol.*, 1953, **36**, 59–65.—First year medical students at Minnesota and pre-medics at Wisconsin were given the MMPI, and scores compared with norms for both general population and college samples. Similarities were greater with each other than with the general male college sample; they were characterized by a peak on the Mf scale, and a secondary one on the Hy. Yet differences were not so pronounced that one could claim a distinctive personality pattern for the medical population. One difference between the two groups was a lower D score for the Minnesota group,

which had already been admitted to medical school, so had higher morale.—(R. W. Husband).

3446. **Schofield, William.** (U. Minnesota, Minneapolis.) **A study of medical students with the MMPI: II. Group and individual changes after two years.** *J. Psychol.*, 1953, **36**, 137–141.—This follows a previous paper (see **28**: 3445) in which MMPI results for freshman medical school students were reported. In this study they again took the test during their third year. Personalities are somewhat more fixed, yet still retain flexibility. They do show acceptance of deprivation and frustration, optimistic evaluation of the future, and belief in goodness of people. There is a significant increase in frequency and extent to which they are able to express negative attitudes regarding their interpersonal relationships. There has also been a reduction in general enthusiasms, confidence, and élan, although they are still above male norms.—(R. W. Husband).

3447. **Waterbury, Lester E. Opinion surveys in civil litigation.** *Publ. Opin. Quart.*, 1953, **17**, 71–90.—A lawyer discusses a number of cases in which consumer opinion of a product or consumer interpretation of advertising has been an important factor in the judicial decision. The author reviews the technical legal devices ordinarily used to procure and admit evidence on consumer opinion and points out the increase in validity that would probably be obtained by substituting sample survey devices. He then enumerates the legal difficulties standing in the way of their greater utilization and suggests means of developing the use of surveys.—(H. W. Riecken).

3448. **Westley, William A.** (McGill U., Montreal, Que., Can.) **Violence and the police.** *Amer. J. Sociol.*, 1953, **59**, 34–41.—A case-study of a municipal police force in the United States suggests that the illegal use of violence by the police is a consequence of their occupational experience and that the policeman's colleagues sanction such usage. Colleague-group goals and patterns of conduct legitimize violence over and beyond the legitimation derived from the law. Violence can be best understood in terms of basic occupational values.—(D. L. Glick).

(See also abstracts 1956, 2829, 2985, 3333)

UNPUBLISHED THESES

(Copies available through inter-library loan)

3449. **Alexander, William Austin, Jr. A study of normal and psychotic subjects who deviate in their performance of the IES Test.** 1954, Ph.D., Western Reserve U.

3450. **Balistrieri, James J. Differences in conceptual and logical thinking between schizophrenic and brain-damaged patients who are actually impaired on certain tests on such thinking.** 1954, Ph.D., Western Reserve U.

3451. **Barratt, E. S. An analysis of verbal reports of solving spatial problems.** 1952, Ph.D., U. Texas.

3452. **Barrett, Theodore H., Jr. Perception and valuation in recognition and recall.** 1953, Ph.D., U. Texas.

3453. **Batman, Robert Hauss. The sensitivity of a projective test to transient frustration.** 1953, M.A., Western Reserve U.

3454. **Blackwell, Tom Benton. College vocational guidance and group Rorschach personality patterns.** 1949, Ph.D., U. Texas.

3455. **Bredt, Carl Victor. An evaluation of the Q- and L- scores of the A.C.E. for the educational guidance of college freshmen.** 1948, Ed.D., U. Texas.

3456. **Bright, Harold Frederick. Psychological aspects of the community college environment.** 1952, Ph.D., U. Texas.

3457. **Cheatham, Margaret J. Sheldon's somatotypes and the projective techniques.** 1953, Ph.D., Western Reserve U.

3458. **Clark, Rodney A. Sociographic analysis of adolescent peer status.** 1952, Ph.D., U. Texas.

3459. **Cobb, Aldrena Beatrix. A social psychological study of the cancer patient.** 1953, Ph.D., U. Texas.

3460. **Cooper, Bennett J. The relationship of psychological fatigue to work performed.** 1953, M.S., Western Reserve U.

3461. **Cooper, Emmett E., Jr. An experimental study of factors that affect the efficiency of card sorting.** 1953, M.S., Western Reserve U.

3462. **Ferraro, Charles D. The relationship of occupational interests to scholastic performance.** 1953, M.A., Western Reserve U.

3463. **Findlay, Donald C. A genetic and cultural study of concept formation.** 1953, Ph.D., U. Texas.

3464. **Golden, Daniel. Manifestations of impulse ego and super-ego in elementary school boys and girls.** 1954, Ph.D., Western Reserve U.

3465. **Gorham, William A. Personality factors and job performance of U.S.A.F. captains.** 1954, Ph.D., Western Reserve U.

3466. **Gotham, Benjamin Leslie. An evaluation of pre-enrollment data in the selection and placement of college freshmen.** 1949, Ed.D., U. Texas.

3467. **Hastman, Roy. An item analysis and validation study of the Wisconsin Supervisory Inventory.** 1953, M.S., Western Reserve U.

3468. **Holt, Howard Oliver. A study of learning and projective production in middle childhood.** 1951, Ph.D., U. Texas.

3469. **Kunin, Theodore. A study of the reliability of ratings made on the basis of the job concept interview.** 1954, Ph.D., Western Reserve U.

3470. **Lang, Margaret Gerty. A study of the expression of behavioral aggression in the handwriting of psychotic patients.** 1953, M.A., Western Reserve U.

3471. **Mahan, W. W., Jr. A factorial comparison of five mental abilities using scores derived from speeded and unspeeded tests.** 1953, Ph.D., U. Texas.

3472. **Morgan, C. A. Some factors associated with teachers' understanding of the attitudes of ninth-grade children toward school.** 1952, Ed.D., U. Texas.

3473. **Nevis, Edwin C. The effectiveness of the Worthington Personal History technique in assessing Air Force officers for command and staff leadership.** 1954, Ph.D., Western Reserve U.

3474. **Parloff, Morris B. An analysis of therapeutic relationships in a group therapy setting.** 1953, Ph.D., Western Reserve U.

3475. **Pickrel, E. W. The relative predictive efficiency of three methods of utilizing scores from biographical inventories.**——, Ph.D., U. Texas.

3476. **Righthand, Herbert. The reliability of ratings obtained from the evaluation of recorded interviews.** 1953, M.A., Western Reserve U.

3477. **Roca, Pablo. The construction of an interest inventory for students of different linguistic and cultural backgrounds.** 1952, Ph.D., U. Texas.

3478. **Rogers, Dorris Preston. Choice and projective responses of ninth grade adolescents.** 1953, Ph.D., U. Texas.

3479. **Seaver, Margaret Aikins. An experimental study of the use of the Runner-Seaver Personality Questionnaire for describing differences between the mentally ill and the normal population.** 1953, M.A., Western Reserve U.

3480. **Shontz, Franklin C. An experimental investigation of the situational effects of frustration and threat on responses of C3H mice.** 1953, M.A., Western Reserve U.

3481. **Steckler, George A. A study of authoritarian ideology in Negro college students.** 1954, Ph.D., Western Reserve U.

3482. **Sutter, Everett Lee. Some audio-mirror effects of Thematic Apperception Test stories upon self awareness.** 1952, Ph.D., U. Texas.

3483. **Sutton, John Wilmer. An exploratory study of social perception of blind adolescent males.** 1952, Ph.D., U. Texas.

3484. **Tober, Lawrence H. An investigation of the personality dynamics and behavior patterns of older people in a mental hospital as measured by the Blacky Pictures and a Q-Rating Scale of behavior.** 1953, Ph.D., Western Reserve University.

3485. **Todd, Kenneth W. Factors related to the length of service of transit operators.** 1953, M.S., Western Reserve U.

3486. **Ward, Joe Henry, Jr. An application of linear and curvilinear joint functional regression in psychological prediction.** 1953, Ph.D., U. Texas.

3487. **Zedler, Empress Young. A study of phonic training in relation to discrimination of speech-sounds and to performance in spelling.** 1953, Ph.D., U. Texas.

THE LAST WORD

"Psychology and alchemy" (see **28**: 1793) is the first volume to be published in the Collected Works of C. G. Jung. The publication of the first complete collected edition, in English, has been undertaken by Routledge and Kegan Paul, Ltd., in England and by Bollingen Foundation, Inc., in the United States. Under the supervision of the author, the edition is being edited by a committee composed of Sir Herbert Read, Dr. Michael Fordham, and Dr. Gerhard Adler, all of London. The translator is R. F. C. Hull. The next volumes to appear are: "Two essays on analytical psychology," Vol. 7 (see **28**: 1811); "The practice of psychotherapy," Vol. 16; and "The development of personality," Vol. 17. The edition will consist of approximately 18 volumes, of which it is planned to publish 2 a year. It is the intention of the editors to give precedence, in general, to those volumes heretofore not available in English.

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Errata: Through a regrettable error, there were omissions in abstract No. 812. Attitudes toward race relations and toward labor-management relations should be added to those listed. Conclusions indicate, among others, that housing and race relations are the most urgent problems, and that there are sharply contrasting attitudes toward the treatment of Negroes and regarding labor unions.

Res. Rev. Lond. is an incorrect abbreviation for the **Research Review** which is a publication of the University of Durham, England. This journal will be identified by the abbreviation *Res. Rev. Durham* in the future.

* * *

Curt Boenheim's "Practical child psychotherapy" first published in 1932 (see **7**: 1917) and published in English translation in 1938 (see **13**: 4658) has been reissued by Staples Press, Inc., 70 East 45th St., New York 17, N. Y., priced at $3.00.

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* * *

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